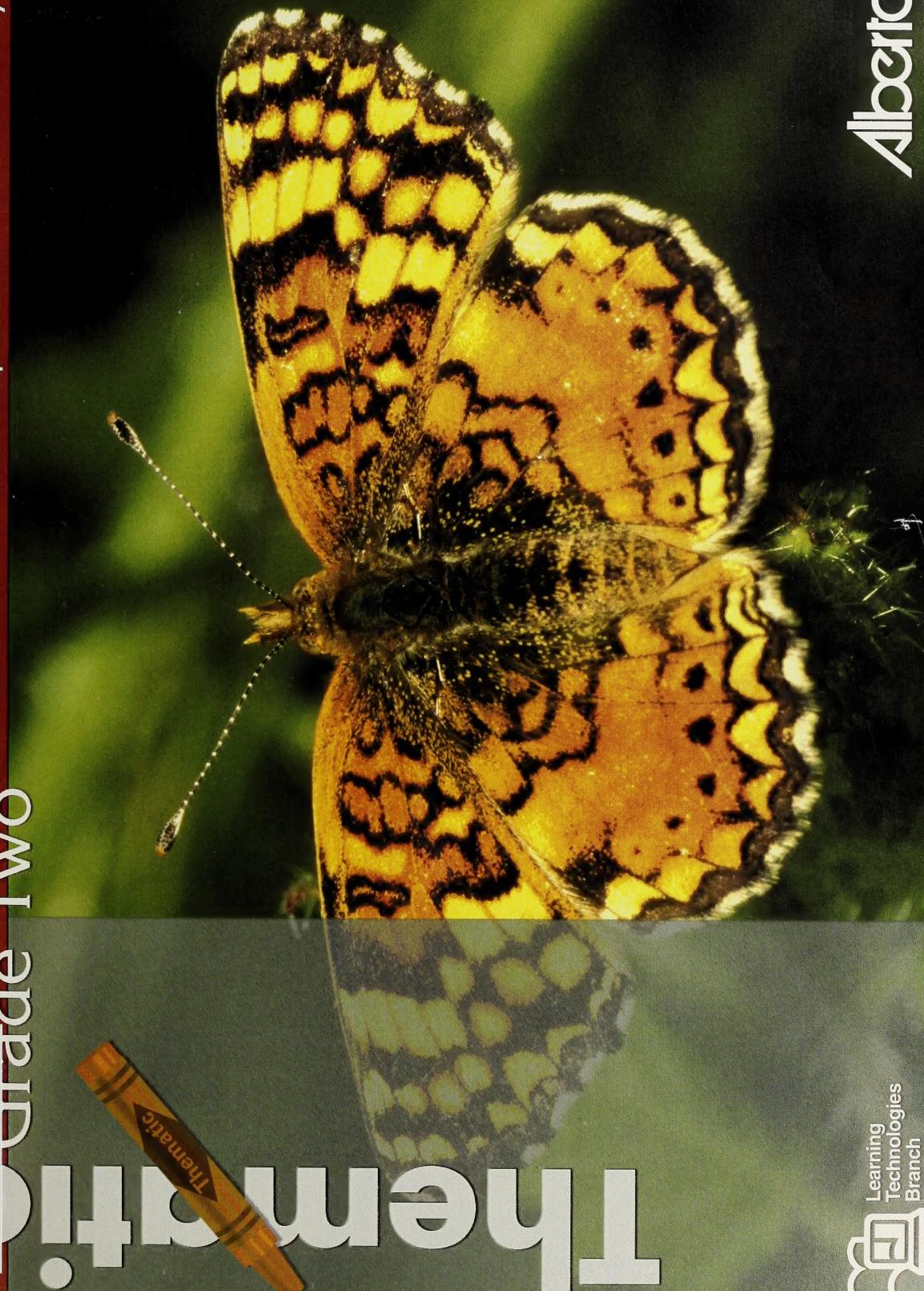


## Grade Two

## Module 8A: Creep, Crawl, Flit, or Fly



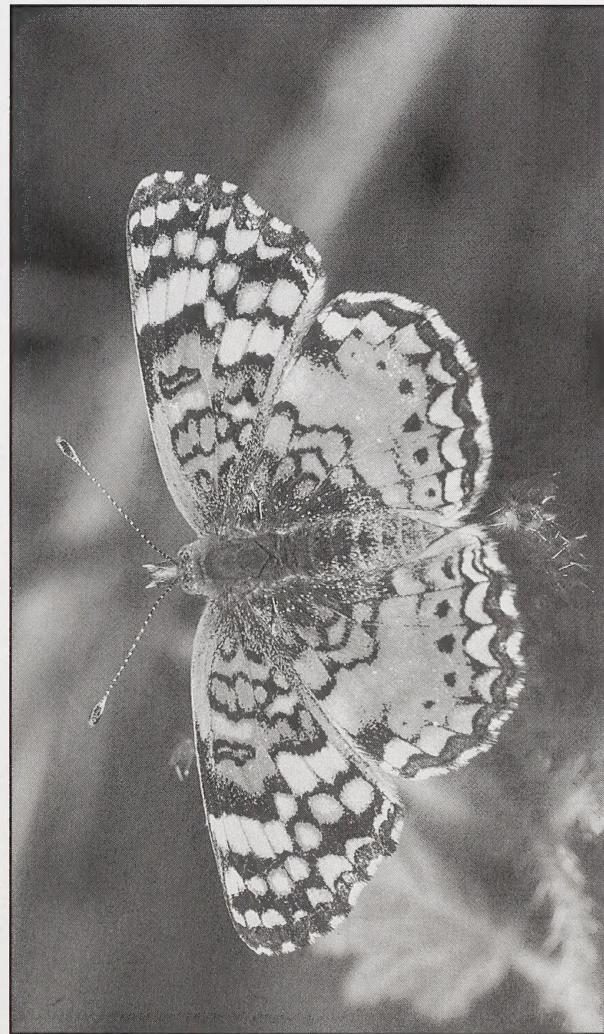


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# Grade Two Thematic Module 8A: Day 1 to Day 9

# Creep, Crawl, Flit, or Fly



Grade Two Thematic  
Module 8A: Creep, Crawl, Flit, or Fly  
Day 1 to Day 9  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2210-2

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.**

This document is intended for	
Students	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Home Instructors	<input type="checkbox"/>
General Public	<input type="checkbox"/>
Other	<input type="checkbox"/>



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.ltb.learning.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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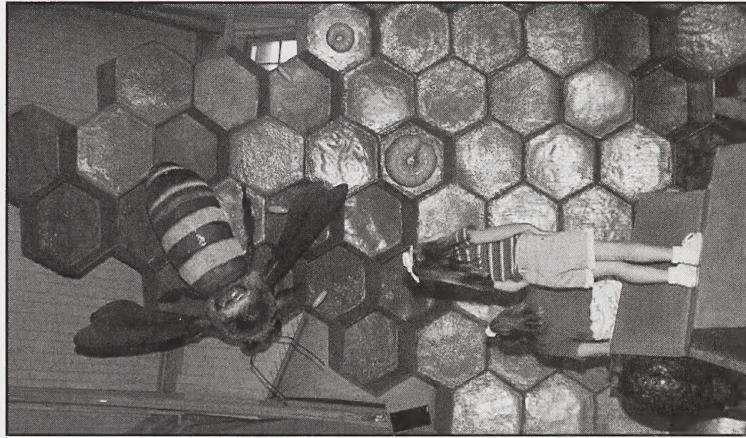
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# Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Read all the text to the student as he or she follows along.



Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.



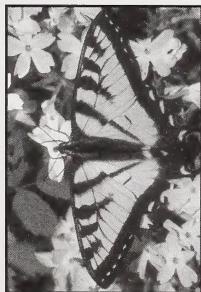


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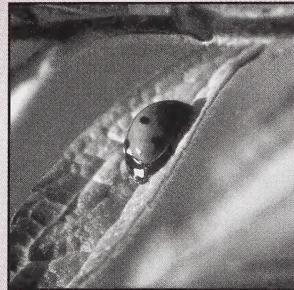


# Creep, Crawl, Flit, or Fly

You're going to learn about different creatures in this module. They're small, and they can either fly or crawl. The pictures you see here are just some of the small crawling and flying animals you're going to learn about.

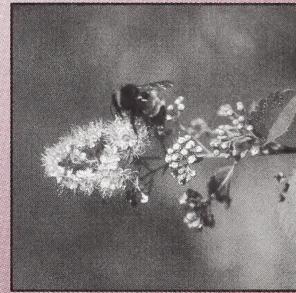


Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.



You'll be reading some very interesting stories about children and animals that can do amazing things. And you'll be doing some amazing things in this module as well.

Get ready to explore the world of small animals.



# Day 1: Finding Interesting Creatures

Do you like finding interesting things in unusual places? You're going to find some very interesting small animals today.

You are also going to learn a new song about bigger animals.



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 1.

## Music and Movement

Refer to the Home Instructor's Guide for more information about Calendar Time.

Do you remember to stretch every day?  
Circle  or . Do some stretches now. Remember to stretch every once in a while to refresh yourself.

Do you like to use your imagination?  
Circle  or .

Do you like to pretend?  
Circle  or .



Locate the song "Aba Daba Honeymoon" on the *Ideas That Sing! Volume 1* CD. Play the song and listen to the lyrics with the student. Discuss the student's impression of the song.

Can you imagine animals acting like people?

You're going to hear a song called "Aba Daba Honeymoon." It's about animals acting like people.



Listen to the song "Aba Daba Honeymoon."

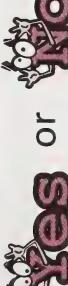


Have the student answer orally. Remind the student that *tempo* means how fast the music is and *dynamics* means how soft or loud the music is. Discuss the content of the song.

What is the **tempo** of this song? What are the **dynamics**? What is the song about? How do the animals behave like people? What pictures came to your mind as you listened to the song?

Listen to the song again and dance to it. Listen to it again. This time, mime the actions in the song.

Can you name the characters in the song?



Circle **YES** or **NO**. Who are they?



Take out modelling clay.

Design clay figures for the chimp and the monkey. Make faces on them. While the song plays, have the chimp and the monkey dance and act out the story by moving their arms and legs.

Make the monkeys come alive!



Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.

## Puppets and Parades

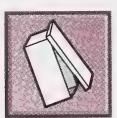
If you have books about puppets (see the Home Instructor's Guide and the suggested Reading Resources list for titles), let the student look through them. Have the student find a picture of a puppet and describe it to you.

Look for pictures of puppets. If you don't have pictures, think of a puppet you have seen. **Describe it.**

Have you ever been to a parade?

Circle  or .

A parade is a march or a line of people and vehicles that moves forward for show or display. Close your eyes and picture the things you could see at a parade. Describe them to your home instructor.



**Take out the book *Just Watch Me!***

Have the student suggest what kind of selections might be in this book. Explain that a *factual recount* describes things in detail in a true, or non-fiction, text.

Look at the cover of *Just Watch Me!* and read the title aloud. Turn to the Contents page. Read the title of the first selection aloud. **What are some different kinds of parades? What kind of puppets could you see in a puppet parade?**



Who is the author of “Puppet Parade”?

The author is *Nancy Davidson*.

Who is the photographer?

The photographer is *Ray Boudreau*.

Who made the puppets?

The puppets were made by *Laurie Stein*.

Look through the selection “Puppet Parade.” Read the headings and the words in the speech balloons aloud and look at the pictures.

What did you find out about puppets and making them?

As your home instructor reads aloud, follow along in the book.

Read pages 3 to 5 aloud as the student follows along in the book. Have the student answer the questions orally after you read the text.

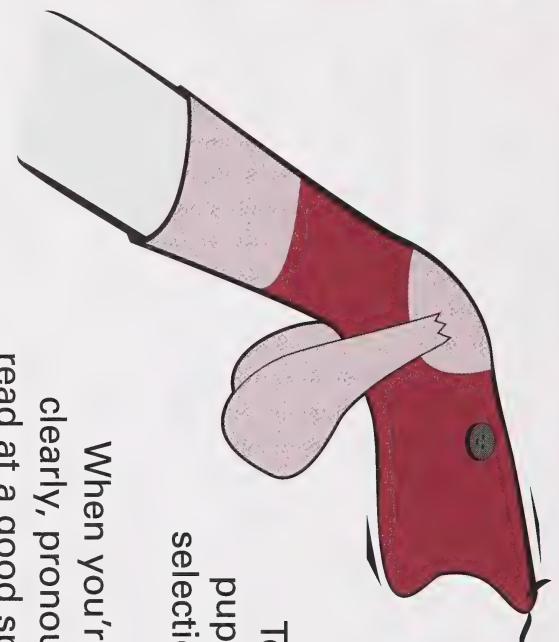


What did the boy use to make a sock puppet? What did he do first? What did he do next? What is the name of the sock puppet?

Monitor the student's oral reading to acknowledge and encourage oral reading skills.

Point out the pattern used in the selection:

- A speech balloon tells what kind of puppet it is.
- The text gives the steps for making it.
- Pictures show how it's done.



To find out about other kinds of puppets, read the rest of the selection aloud.

When you're reading, remember to speak clearly, pronounce the words correctly, and read at a good speed and volume.

### Talk About the Selection

What did you learn in this selection?

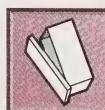
- A coloured balloon announces the puppet's name.
- Have the student answer the questions orally.

Do you know any famous puppets? What are they?

Why is “Puppet Parade” called a factual recount?

Read the selection silently to yourself.

### Journal Time

 Take out your journal. Turn to the Reading Response section.

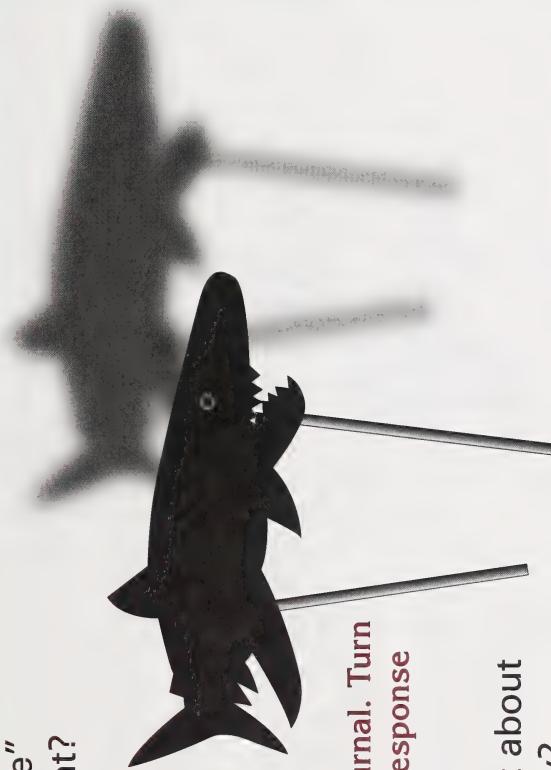
What did you like best about “Puppet Parade”? Why?

What did you like about the pictures?

Which puppet would you like to make? Why?

Remember to print today’s date at the top of the page.

Discuss the questions listed. The student can use these ideas or write his or her own thoughts about the selection.



Listen to each word as the student says it aloud. Correct the student if needed.



## New Words

These words are from the selection "Puppet Parade." Read them aloud.

twisted

placed

glue

tube

teacher

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Print the answers to the following on the lines.

Replace the first consonant of **glue** to make a colour word.

This person helps others learn. \_\_\_\_\_

Toothpaste comes out of this. \_\_\_\_\_

This is the base word of **twisted**. \_\_\_\_\_

This is the base word of **placed**. \_\_\_\_\_

 Take out five white index cards.

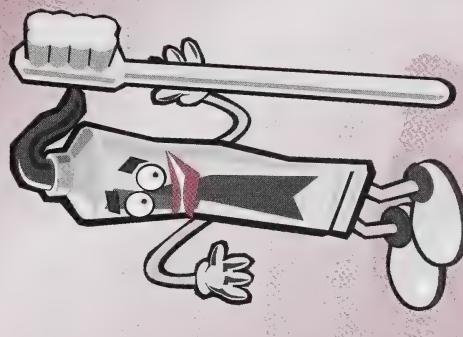
Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your **Collections Writing Dictionary**.

Print the five new words in your dictionary.

Check the answers with the student: **blue**; **teacher**; **tube**; **twist**; **place**.

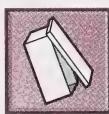


If there are any other words from the selection “Puppet Parade” that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them to the Word Wall now.



Complete Day 1: Assignment 1 in your Assignment Booklet.

## More Words from the Story



Take out the book *Just Watch Me!*

Have the student print the answers on the lines.

The answers are *puppet*, *sock*, *oval*, and *happy*.

1. Turn to page 3. Find the word that has a double consonant in the middle of it.  
\_\_\_\_\_
2. Turn to page 4. What is something you wear on your foot?  
\_\_\_\_\_
3. Find the name of the shape in the second paragraph on page 4.  
\_\_\_\_\_
4. Turn to page 5. Find an antonym for **sad** in the second paragraph.  
\_\_\_\_\_



5. In the last paragraph on page 5, find four parts of the body.

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6. Turn to page 6. What is the name of the animal that lives in water?

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7. Turn to page 8. You wear this on your hand.

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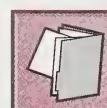
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The answers are *eyes, ears, tongue, nose; shark; and glove.*

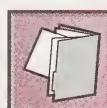


## My Favourite Puppet



Take out unlined paper and crayons.

Draw and colour your favourite puppet from "Puppet Parade." Print the puppet's name on the page. Write a few sentences telling why you like it best.



You will send your work to your teacher on Day 9.

## Break for lunch.



### Silent Reading

Both you and the student read silently for ten minutes. Refer to the Home Instructor's Guide for more information about this activity.

Enjoy your reading time.

Both you and the student read silently for ten minutes. Refer to the Home Instructor's Guide for more information about this activity.

### Fun with Phonics

Some of these words are from the selection "Puppet Parade." Read them aloud.

tripped      clapped      jogged      fitted      gripped

Review that when a short vowel word ends in a single consonant, the consonant is usually doubled before adding *ed*, as in *wag* + *ed* = *wagged*.

All of these words have the ending **ed** added to a base word with a short vowel. What happens to the final consonant when the ending **ed** is added?



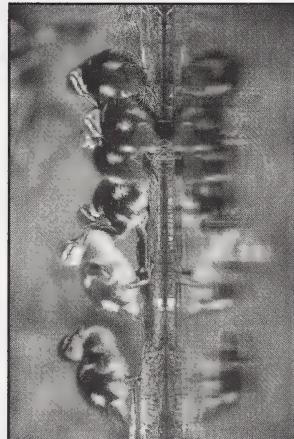
The dog wagged its tail.

You're going to write other words with the ending **ed**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in pink the short vowel words that end in **ed**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.



## Finding Small Crawling and Flying Animals

You've probably seen tiny animals that crawl and fly. They live in places you may never have even imagined, like inside leaves or under the bark of trees. Some even live in your own home!

Brainstorm the kinds of crawling and flying animals that might be found outdoors. Write the names on the board.

Think of the insects and other small creatures you might see outside.



**Take the **Small Animals I Found** chart outside with you. Look under rocks, leaves, sticks, and logs. Look in the grass, on leaves, on tree bark, and in cracks in the pavement.**

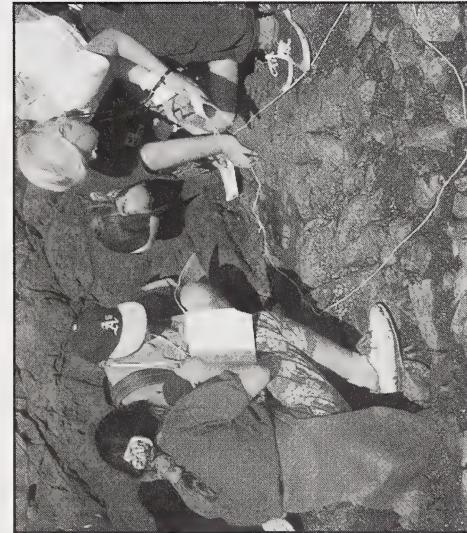
When you find a small animal, watch it carefully to see what it does. Use your magnifying glass to look closely at the animals. **Use the **Small Animals I Found** chart to record what you find when you are outside.**

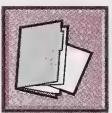
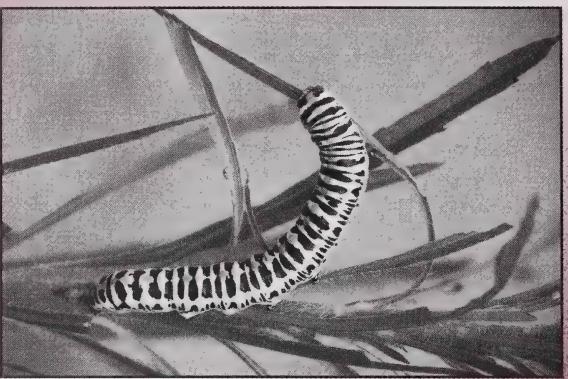
Happy hunting!

**Look at the chart you filled in. What did you learn about the small animals in the area you went to?**

Provide the student with the “Small Animals I Found” chart from the Appendix. Refer to the Home Instructor’s Guide for information about this activity.

When you go inside, read the chart and discuss the findings with the student. To help interpret the chart, ask the following questions: What does the chart tell you? Where were most of the animals found? Were more animals found under something than on something?





Take out unlined paper.

On the paper, draw and colour one of the small crawling or flying animals you found and the environment it lives in. Colour it the way you saw it. If you know its name, print it on the page.



You will send your work to your teacher on Day 9.

## Looking Back

Today was your first day of the new module. What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What did you learn that was interesting?

What are you looking forward to learning more about?

Turn to Assignment Booklet 8A and complete Day 1: Learning Log. Have the student include his or her comments.

## Story Time

Find a favourite spot, relax, and enjoy the story!

## Sharing Time



Refer to the Home Instructor's Guide for more information about this activity.

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play the song "Aba Daba Honeymoon" and dance to it. Show the clay figures you made. Make them dance and act out the story in the song.
- Read pages 3, 4, and 5 of "Puppet Parade."
- Show your illustration of one of the puppets and tell why you like it best.
- Show your illustration of the small animal.
- Talk about the small crawling and flying animals you found.

## Day 2: Sorting Small Animals

You looked at some very interesting animals in Day 1. Today you will look at them closely to sort them into groups.

You will also make your very own puppet—just like one you read about in “Puppet Parade.”



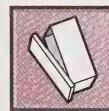
## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 2.

## Journal Time



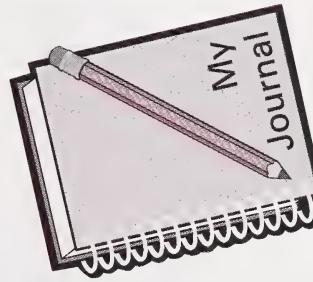
Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Colllections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.



## Finding Words



Take out the book *Just Watch Me!*

Read "Puppet Parade" aloud.

Listen as the student reads the selection. Assist with the reading if necessary.

The chart helps the student to think of the dictionary as being divided into three sections.

Is it easy or difficult for you to find words in the dictionary?

Look at the chart. It shows how you can put the letters of the alphabet into three sections—beginning, middle, and end. The dictionary is in alphabetical order.

Beginning	Middle	End
a b c d e f g h	i j k l m n o p q	r s t u v w x y z

Do you see which letters you would find at the beginning of the dictionary?

Which letters are in the middle of the dictionary?

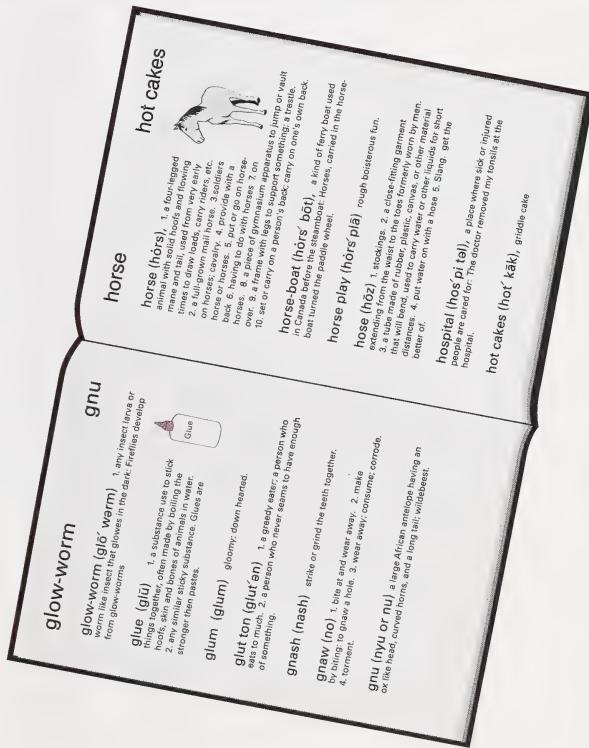
Which letters are at the end of the dictionary?

You can tell where to find a word in the dictionary by looking at the first letter of the word. Where in the dictionary will you find these words from "Puppet Parade"? Look at the first letter and make your best guess. Write **b** for beginning, **m** for middle, or **e** for end?

Have the student first guess which section the words would go in, then check the chart together. Have the student refine his or her choice by stating where in the section the words go.

puppet	happy	shadow	glove
yarn	sock	beagle	jaw

Now use the chart to see if you were right. Look at the words again. Are they found at the beginning, in the middle, or at the end of the dictionary?



## Sorting Small Animals

Show with the word *parade* how to use the guide words in the primary dictionary the student uses. Guide words are found at the top of each page in a dictionary, indicating the first and last word on the page. Explain that the initial letter of the word shows where in the dictionary it will be found (beginning, middle, or end section). After finding the guide letter *p* in the dictionary, help the student use his or her alphabetical knowledge to find the word on the page. See the Home Instructor's Guide for an example of how to fill in the chart.

Use the dictionary to fill in the following chart. Begin with the word **parade**. What is the first letter of **parade**? Will you find the word **parade** in the beginning, middle, or end section of the dictionary? Use the **guide words** in your dictionary to help you find the word. Record your findings on the chart. Do the same with these words from "Puppet Parade":

Word	First Letter	Dictionary Section	Page Number
parade	p	middle	488

mouth straw hole



Complete Day 2: Assignment 2 in your Assignment Booklet.

## Make Your Own Puppet

You learned about three different kinds of puppets in “Puppet Parade.” Which one is your favourite? Which one would you like to make?



First, make sure you have all the materials you need to make your puppet. Read how the puppet was made and follow the directions.

After you make your puppet, give it a name. Make your puppet talk. If you have time, make more puppets. Plan and present a puppet play.

Check this website for puppet activities:

<http://www.legendandslore.com>

## Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.

### Break for lunch.



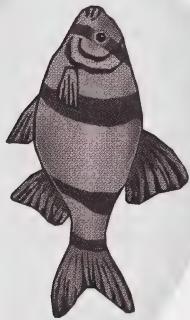
### Silent Reading

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

### Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



## Fun with Phonics

The base words of these words are from the selection “Puppet Parade.” Read the words aloud. Below each word write the base word on the line.

using      taping      welcoming      having      placing

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The base words all end in silent **e**. What happens to the silent **e** when **ing** is added?



Review that when a word ends with a silent **e**, drop the **e** before adding **ing**, as in **hope + ing = hoping**.

## Sorting Small Animals

Refer to the Home Instructor's Guide for the dictation sentences.

You're going to write other words with the ending **ing**. Their base words end in silent **e**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in purple the words that end in **ing**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Check the spelling, punctuation, and circled words with the student.



## Where Do They Belong?

Some small crawling and flying animals are alike. Some are very different. Look at the illustrations on the sheet titled **Small Crawling and Flying Animals**.

Which ones are alike? How?



Which ones are different? How?

Think of different ways to sort the small animals. Cut out the pictures and sort them into the groups you chose.



The student compares and contrasts various small animals by sorting the pictures of Small Crawling and Flying Animals from the Appendix into groups based on similarities and differences.

Brainstorm categories the small animals in the illustrations can be put into. Have the student explain why he or she chose the particular sorting categories. More than three sorting groups may be used if the student wishes. Categories for sorting may include: wings or no wings; one, two, or three body parts; climbers or non-climbers; stingers or non-stingers; crawlers or flyers; hard body or soft body; six legs, eight legs, many legs, or no legs.

Provide an envelope for storing the cards for future use.



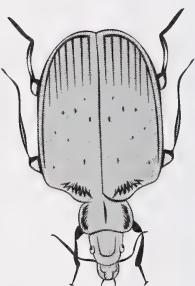
Take out unlined paper.

Now think of three ways you want to sort the small animals. Each time, tell your home instructor why you sorted them that way. Store the small animal cards in an envelope.

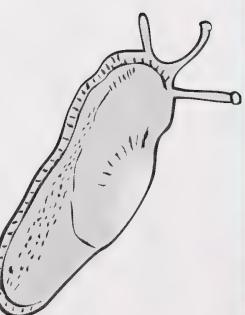
**Has Wings**



**Has a Hard Body**



**Has a Soft Body**



### Tools You Need

On Day 3 you will be catching some of the small crawling and flying animals you found on Day 1. You must be very careful with small animals. They are very delicate and can be easily hurt. You will need special equipment to catch them.

With your home instructor, make the net now so that you are ready for your next outing.

These are the tools you will need to make a net to catch the animals.

## Materials

- nylon stocking or pantyhose
- metal coat hanger
- 5 clear plastic jars with lids
- labels
- tape
- stapler

## Procedure for Making a Net

Shape the coat hanger for the student and assist with assembling the net.



1. Shape the coat hanger into a hoop. Tape the hook to form a handle.
2. Cut one leg off the pantyhose.
3. Fold the open end of the leg over the hoop.
4. Tape or staple the edges of the pantyhose leg onto the hoop.

You've made a net!

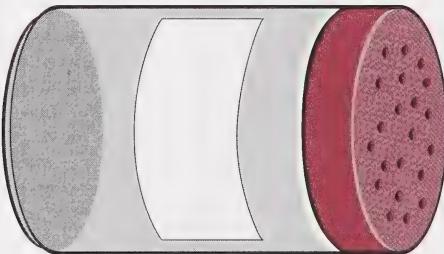
Guide the student to see and say that the net fills with air.

Practise using the net. Hold the net sideways, and sweep its open end through the air. What happens to the net?

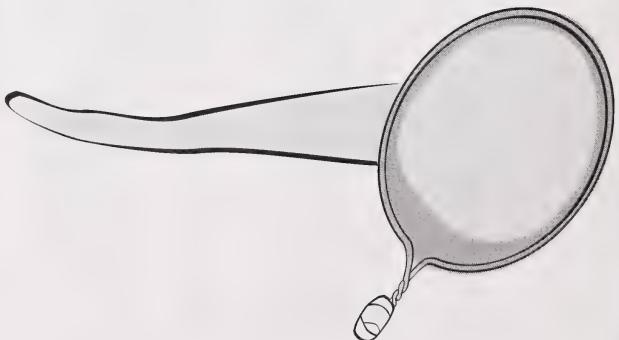
### Preparing the Jars

Use five clean pill vials or small plastic jars with lids. Use glass jars only if plastic ones aren't available, as they may break and cause injury. Poke many small holes in each lid. Apply a label to each jar.

To hold the small animals once you catch them, you will need clean jars with lids. Make holes in the lids so the animals will be able to breathe. Have your home instructor help you with this. Make sure the holes are small enough so the animals can't escape. Apply a label to each jar.



Now you're ready to go hunting tomorrow!



## Did You Know?



In some Asian countries, people raise crickets as pets.

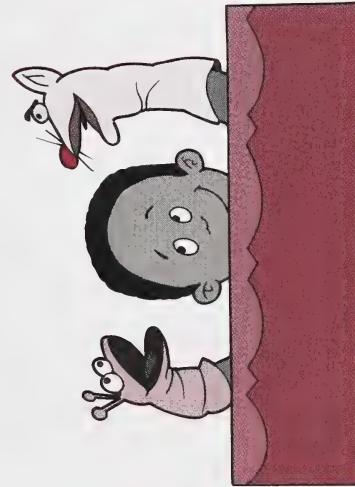
## Looking Back

How do you feel about your work today? Why?

What did you enjoy about today?

How did your puppet turn out? Were you happy with it? What would you do differently next time?

What did you learn about small animals today?



Turn to Assignment Booklet 8A and complete Day 2: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read pages 6 and 7 of "Puppet Parade."
- Ask someone to give you a word from the selection "Puppet Parade." Find the word in the dictionary.
- Show the puppet you made and make it talk.
- Talk about the small animals you sorted into groups. Explain why you sorted them that way.
- Have someone else sort the small animal pictures. Ask why he or she sorted them that way.



## Day 3: Happy Hunting

You're going to have fun hunting today. See how many small crawling and flying animals you can catch!



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 3.

## Music and Movement

Do you remember the song "Aba Daba Honeymoon" from Day 1?

Circle  or . What is the song about? Who are the characters in the song?



Listen to the song "Aba Daba Honeymoon." Move to the music.

Locate the song "Aba Daba Honeymoon" on the *Ideas That Sing! Volume 1* CD. Play it for the student.

With the student, read the words to the song.

Read the words to the song aloud.

## Aba Daba Honeymoon

“Aba daba daba daba dab,” said the chimpie to the monk.  
 “Aba daba daba daba dab,” said the monkey to the chimp.  
 All night long they chatter away,  
 All day long they’re happy and gay,  
 Swinging and singing in their honkey, tonkey way.



Aba daba daba daba dab,” means, “Monk I love but you.”  
 “Aba daba dab,” in monkey talk means, “Chimp, I love you too.”  
 Then the big baboon one night in June,  
 He married them and very soon,  
 They went upon their aba daba honeymoon.<sup>1</sup>



continued . . .

<sup>1</sup> Arthur Fields and Walter Donovan, “Aba Daba Honeymoon,” in *Ideas That Sing! Volume 1*, Kim and Jerry Brodsky (Toronto: Kim and Jerry Brodsky, 1995), 10. Reproduced by permission.

Now Kim and Jerry were sitting in a tree,

K-I-S-S-I-N-G

First comes love, then comes marriage,

Then comes Jerry in the baby carriage.

In their aba daba daba daba honey honey honey

aba daba daba daba honey honey honey

aba daba daba daba honey honey honey honeymoon.

Ask the student to complete the usual voice warmup exercises.

Play the song "Aba Daba Honeymoon" from the CD *Ideas That Sing! Volume 1*. Follow the text and sing the words with the student.

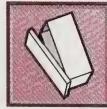
Play the recording a few more times, leading the student in singing, dancing, and miming the actions.



Before you sing the song, warm up your voice.

Can you sing and dance to the song at the same time? Try it. Can you sing and mime the actions at the same time? Try that too. Act out the song using your modelling clay figures from Day 1.

## Using And, But, and Or



Take out the book *Just Watch Me!*

Read “Puppet Parade” silently to yourself.

Read the two sentences in the box aloud.

Next I drew the shark’s bottom jaw.  
I cut it out.

How can you join the two sentences to make one sentence using the word **and**? Print the new sentence on the lines.

and  
but  
or

Explain that the author combined the sentences to make the writing flow. The ideas can be joined because they are related. Guide the student to notice how the sentences are made into one sentence by adding *and* and taking out the repeated word *I*. Next I drew the shark’s bottom jaw and cut it out. Review using the conjunction *and*. Use other examples from the selection.

Explain that the author used *but* because there is contrast or a difference between the ideas.

Guide the student to understand and say how the two sentences were made into one sentence by using *but*: *I glued the edges together but left the neck and the holes for the arms open.* Review using the conjunction *but*. Brainstorm examples of other sentences using *but*.

Read these two sentences aloud.

I glued the edges together.  
I left the neck and the holes for the arms open.

How can you join these sentences to make one sentence using the word **but**? Print the new sentence on the lines.

You know how to write better sentences using **and** or **but** to join ideas. You used **and** and **but** in Module 3.

Why do you think good writers want to connect ideas?

There is another word you can use to connect sentences.



Read the three sentences in the box aloud.

You can make a sock puppet. You can make a shadow puppet.  
You can make a glove puppet.

Now read the sentence in this box aloud.

You can make a sock puppet,  
a shadow puppet, **or** a glove puppet.

Which sounds better? Why?

Read these pairs of sentences aloud. How can each pair be made into one sentence? Join them in two different ways.

1. Pam made a mouth from felt. Pam made the eyes with a felt pen.
2. Josh will make a glove puppet. Josh will make a shadow puppet.

Guide the student to say that the second one sounds better because it flows, words (*you can make*) aren't repeated, and it is more interesting. Explain that or shows a choice between two or more ideas. Guide the student to understand that *and*, *but*, and or are ways of connecting sentences, but each one has a different meaning.

Write the new sentences on the board. The first sentence can either be *Pam made a mouth from felt and the eyes with a felt pen* or *Pam made the mouth from felt but the eyes with a felt pen*. The second one can read either *Josh will make a glove puppet and a shadow puppet* or *Josh will make a glove puppet or a shadow puppet*. Point out the words that were not repeated, including *she* for *Pam*.



Complete Day 3: Assignment 3 in your Assignment Booklet.

Discuss how ideas and information can be communicated through collage.

Recall collages the student has made in other modules and the information they conveyed. Refer to the Home Instructor's Guide for further information.

Jot down on the board information the student gives about a puppet parade. Some examples are people watching, puppets going by one after the other, signs, and different kinds of puppets.

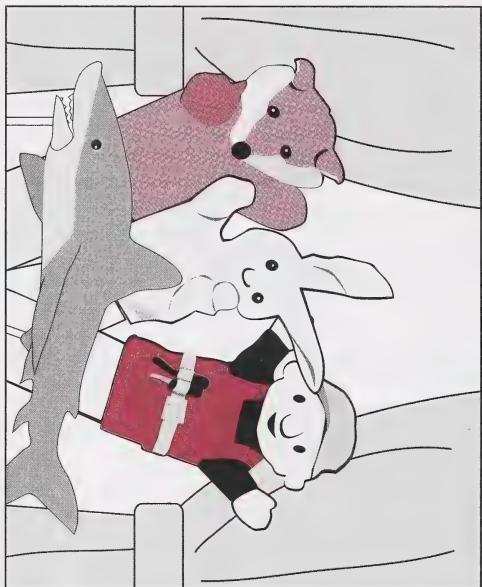
Refer to the Home Instructor's Guide for more information about this activity.

## A Puppet Parade Collage

You have made several collages this year. What kind of things did they show?

You're going to make a collage showing a puppet parade. What might you see in a puppet parade?

Watch closely as your home instructor makes a puppet parade collage.



Now it's your turn! Make your own puppet parade collage.

Remind the student not to glue the pieces onto the background until he or she is satisfied with the arrangement.

**Break for lunch.**



# Silent Reading

Enjoy your reading time.

# Spelling



Go to your Assignment Booklet. It's time for a spelling test.

# Fun with Phonics

These words are from the selection "Puppet Parade." Read them aloud. Write the base words for each word on the lines.

used      taped      poked      placed

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The bread is baked.

The base words all end in silent **e**. What happens to the silent **e** when **ed** is added?

Review that when a word ends with a silent **e**, drop the **e** before adding **ed** as in *bake + ed = baked*.



Refer to the Home Instructor's Guide for the dictation sentences.



You're going to write other words with the ending **ed**. Their base words all end in silent **e**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in brown the words that end in **ed**.

Check the spelling, punctuation, and circled words with the student.

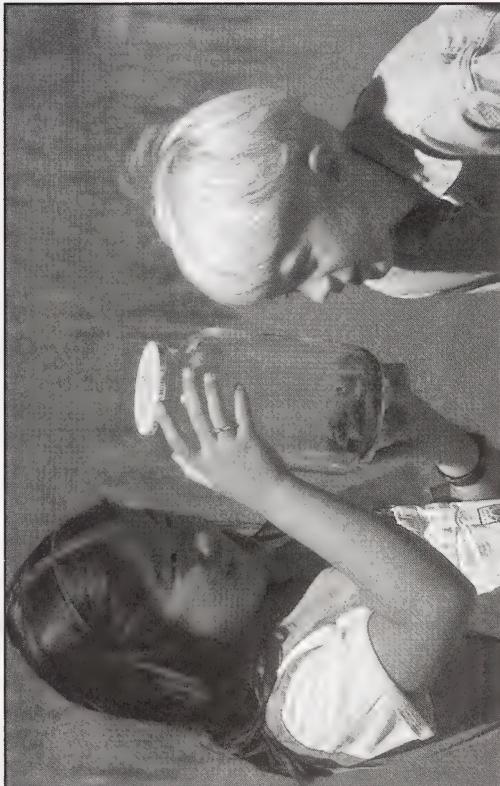
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Look What I Found!

You're going to go outside now and look for different kinds of small animals. Use the net you made in Day 2 to catch flying creatures. To catch crawling creatures, you will need a spoon or a plastic cup.

Be very careful when you handle the creatures. They are very small and can be easily hurt. After you catch five different small animals, you will bring them back inside and examine them. Later, you will return them to the same place you found them.

Provide the student with a spoon or a plastic cup, the five labelled plastic jars with lids, and the net. Warn the student not to touch any of the creatures with bare hands because some may bite (e.g., some beetles). The student should not catch bees and wasps because they sting.



Have the student share his or her observations about the animals—where they were found, how many there were of each kind, and anything unusual about the animals or the location they were found in.

Ask: Which ones are similar? Which ones are different? How many legs does each one have? What colour are they? How big are they? Have the student answer the questions orally.

Refer to the Home Instructor's Guide for more information about this activity.

**Back in the Classroom**  
What kinds of small animals did you bring back to the classroom? Were you surprised by what you found? Were some animals easier to catch than others? In what area were most of the animals found?

You should now have five different kinds of small animals in your jars. Don't leave the jars in hot sunlight. Look closely at each small animal. Choose two small animals to compare. How are they similar? How are they different? Draw a picture of each one in the boxes.

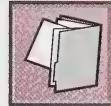
Have the student choose two small animals to compare and contrast. These should be different invertebrates (animals with no backbone—for example, a spider and a slug, or a worm and an ant). Discuss how they are similar and different.

Pick only one small animal of each kind. Try to find five different ones—one for each of your jars. Remember to put something like a twig, grass, soil, or leaves from the animal's environment in each jar. Happy hunting!

Print your answers on the lines.

These animals are **similar** because \_\_\_\_\_

These animals are **different** because \_\_\_\_\_



Take out unlined paper.

Your home instructor will help you set up your paper.

Now choose two other small animals to examine. Draw a picture of each one in the boxes on your paper. How are they similar? How are they different?



Prepare the paper for your student by drawing two boxes for the drawings. Then write the sentence starters "These animals are similar because . . ." and "These animals are different because . . ." below the boxes.

Encourage the student to look closely at each animal so he or she can draw a detailed picture of it.



When you finish drawing the small animals, take them back to where you found them. Gently release them from their jars.



You will send your drawings to your teacher on Day 9.

## Looking Back

Do you like finding out interesting things about small animals? Why or why not?

What do you like best about working with small animals?

How did your puppet parade collage turn out? Are you happy with it? Why or why not? If not, how could you make it better next time?

Turn to Assignment Booklet 8A and complete Day 3: Learning Log. Have the student include his or her comments.

Which activity did you enjoy the most today? Why?

## Story Time

Relax and enjoy the story!



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Sing the song "Aba Daba Honeymoon" and invite others to participate.
- Read pages 8, 9, and 10 of "Puppet Parade."
- Show your puppet parade collage. Talk about it.
- Show the pictures you drew of the small animals.



## Day 4: A Place to Call Home

Your home is the place where you live. Animals have a place where they live too. Today you're going to make a home for a small animal.

You will also read an interesting account of puppets from around the world.



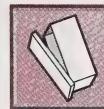
# Calendar Time

Follow the daily procedure.



Work on Module 8: Day 4.

# Journal Time



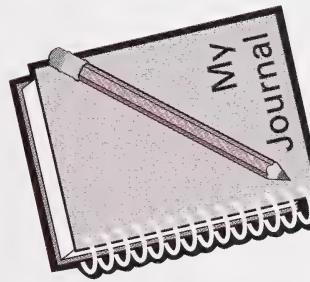
Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

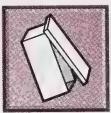
Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.



## Puppets Around the World



Take out the book *A World of Puppets*.

Have the student answer the questions orally. Ask the student about other kinds of puppets children are familiar with.

Look at the cover of *A World of Puppets*. Read the title aloud. Do you know who the puppets are in the picture? Circle **YES** or **NO**. They're called Muppets. How do you think they work?

Read pages 2 and 3 aloud as the student follows along in the book.

Follow along as your home instructor reads pages 2 and 3.

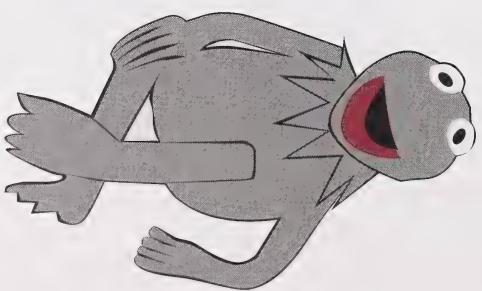
What do you think you will read about in the rest of the book? Look at the pictures in the book.

Read page 4 aloud.

What kind of materials are these puppets made of? How do they move?

After the student reads each page aloud, ask what the puppets are made of and how they move.

Read pages 5 to 8 aloud.



Which of the puppets you read about would you like to see in a puppet show? Why? Read the page about your favourite puppets aloud.

### Where Do They Come From?

Listen as your home instructor reads about where puppets came from.

Read *A World of Puppets* silently to yourself.



Read the back inside cover to the student. After, talk about what it said. Point out the cotton print cover design.

### New Words

These words are from the selection *A World of Puppets*. Read them to your home instructor.

puppet

Europe

wood

clown

Listen to each word as the student says it aloud. Correct the student if needed.

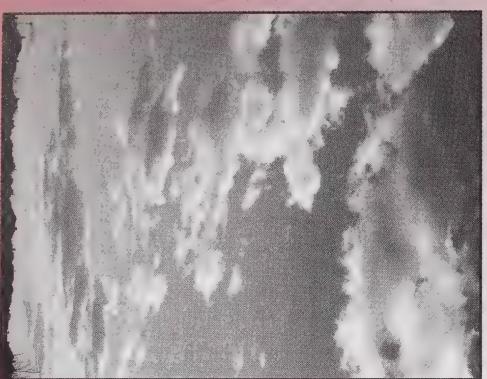
Check that the words are listed alphabetically.

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Check the answers with the student: *wood*; *Europe*; *pup* and *pet*; *cl*; any words with *cl*, such as *clap*, *cloud*, *clip*, *clutter*, *clean*, *cliff*, *close*, and *cloth*.



Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Print the answers to the following on the lines.

This comes from trees and is a homonym of **would**. \_\_\_\_\_

This is one of the continents. \_\_\_\_\_

There are two syllables in **puppet**. What are they? \_\_\_\_\_

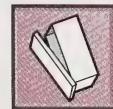
What is the consonant blend in **clown**? \_\_\_\_\_

Print two words with the consonant blend **cl**.  
\_\_\_\_\_  
\_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

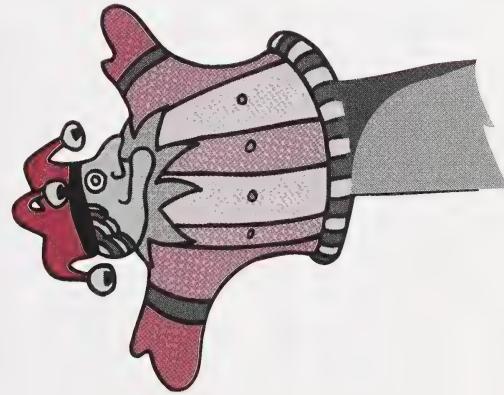


Complete Day 4: Assignment 4 in your Assignment Booklet.

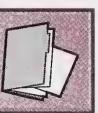
### A Puppet Illustration



Take out unlined paper.



Draw and colour one of the puppets from *A World of Puppets*. On the page write the name of the puppet and the country it comes from. Write a few sentences telling why you like the puppet.



You will send your work to your teacher on Day 9.



### Enrichment (optional)

Refer to the Home Instructor's Guide for more information about this activity.

## Break for lunch.



### Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

### Words I Use Often

Refer to the Home Instructor's Guide for more information about this activity.

Look at the two words on the coloured index cards.

Say them aloud and practise them. Tape them on the Word Wall.



## Fun with Phonics

These words all have the ending **ful** added to a base word. The base words are from the book *A World of Puppets*. Read the words aloud. Can you find the base word for each?

armful      needful      handful

You're going to write other words with the ending **ful**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in blue the words that end in **ful**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

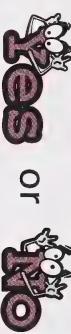
Review that you can make a new word by adding *ful* to a root word. *Ful* means *full* of, as in *help + ful* = *helpful*, meaning “full of help.”

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.

Review the basic needs: food, shelter, clothing, and affection. Talk about people's homes and how they meet their basic needs.

You learned that all people, no matter where they live in the world, have basic needs. Do you remember what they are? Circle **Yes** or **No**. What are they?



Do you live in a comfortable home? What things do you need in a home to make you comfortable? To be comfortable, your home has to meet your needs.

Brainstorm what these might be: food, water, shelter, air, and space. Discuss how these are the same needs of small animals when they look for a comfortable home.

List the things you need in the first column of the chart.

Things I Need in a Comfortable Home	Things a Small Animal Needs in a Comfortable Home
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____



Animals have needs too. Do you think they like to have comfortable homes too? Circle **YES** or **NO**. Of course they do. All creatures, including humans, need certain things to make their homes comfortable.

What do you think small animals need for a comfortable home? List them in the second column of the chart.

Did you list things like air, water, food, space, and shelter?

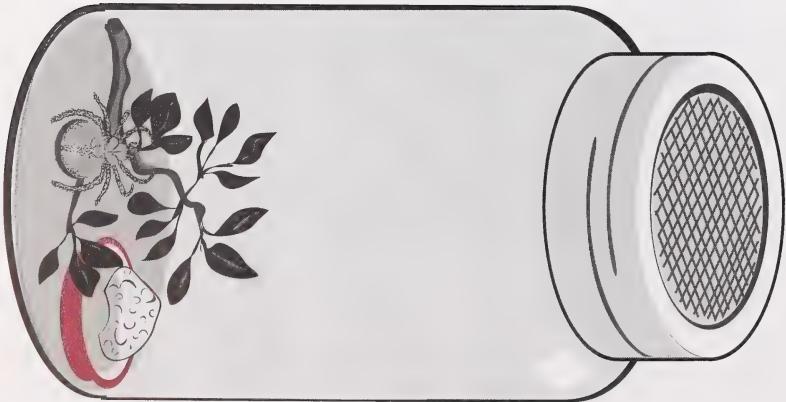
Help the student build the spider's home. Its home needs to be similar to its environment. Have the student prepare the "home" by finding a forked twig for web building. For water, a small dish filled with cotton balls and water or a piece of wet sponge works well.

### Materials

- 1 large see-through container
- piece of fine screening
- 1 elastic band
- 1 small dish or lid
- cotton balls or small piece of sponge
- forked twig
- gloves

### Procedure

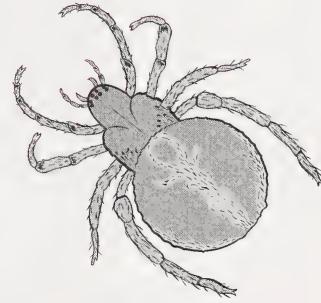
1. Place the forked twig in the jar.
2. Wet the cotton balls or sponge and put them in the small dish. Put the dish inside the jar.



3. Put on gloves—some spiders can bite.
4. Catch a spider. Catch it in the small plastic jars you used in Day 3.
5. Place the spider carefully into the jar. This is going to be its home for a few days. It is very important that it has enough food and water, or it will not survive.
6. Put the screen on top and secure it with the elastic.

You will feed the spider once it builds its web. Watch the spider for a few days.

Complete Day 4: Assignment 5 in your Assignment Booklet.



## Did You Know?

If a spider loses a leg, it can simply grow a new one.



## Looking Back

What have you learned about puppets today?

What was your favourite activity? Why?

Is your reading improving? If not, what can you do to improve it?  
If it is, how can you tell?

What have you learned about the needs of small crawling and flying animals?

Turn to Assignment Booklet 8A and complete Day 4: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read *A World of Puppets*.
- Show your illustration of a puppet. Talk about it.
- Talk about the other puppets from *A World of Puppets* and the countries they come from. Tell what you know about where puppets come from.
- Show the spider home you made.
- Tell what you have learned about the needs of small animals.



# Day 5: Home Sweet Home

You're going to observe ants today. And you get to build a home for them!

Ants are social animals. Do you know what that means? You will find out today.



# Calendar Time

Follow the daily procedure.



Work on Module 8: Day 5.

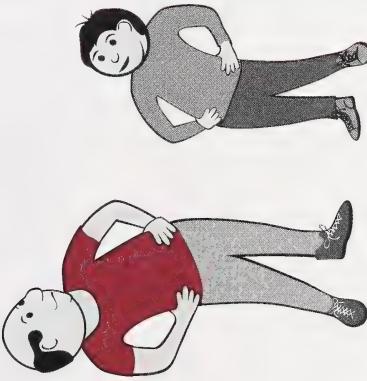
## Music and Movement

You read about shadow puppets. You may even have made one. You know that the shadow of the puppet does exactly what the puppet does.

Now you can be like a shadow puppet and do everything your partner does.



Listen to the recording “Just Like Me.”



Shadow your home instructor’s movements. Create different movements for your home instructor to shadow. Take turns being the leader. It’s lots of fun!

Locate the recording “Just Like Me” on *Music and Movement in the Classroom* CD #1, Lesson 9. Play the recording and lead the student in repeated movements in time with the beat of the music. Then allow the student to lead. Switch roles with each verse and musical interlude. Refer to the Home Instructor’s Guide for more information about this activity.

## That's Entertainment

Discuss the term **entertainment** (something that interests, pleases, or amuses). Have the student talk about ways he or she likes to be entertained. Write the ways on chart paper. The student may add to these later. Examples include watching animal shows on TV, going to soccer games, going to see a play, and going to the zoo or circus.

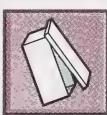
Invite the student to share his or her experiences watching or being a juggler. Discuss objects that can be juggled and why juggling is difficult.

**You're going to read a poem about a girl who entertains. She's very good at it!**

Have you ever been entertained by a juggler? Circle **Yes** or **No**.

**Have you ever tried to juggle? Circle **Yes** or **No**.**

**If you have, you know how difficult it is.**



**Take out the book *Just Watch Me!***



Turn to the Contents page. Read the second title aloud. What do you think **juvenile** means? What do you think Jenny is juggling?

Now close your eyes while your home instructor reads the poem. As you listen, picture what is happening.

What did you see?

Turn to the poem "Jenny the Juvenile Juggler." Follow along in the text as your home instructor reads the poem again.

Were the illustrations similar to or different from what you had pictured in your mind?

Who is the author of "Jenny the Juvenile Juggler"?

Have the student print the answers on the lines.

The author is *Dennis Lee*.

Who is the illustrator?

The illustrator is *Frank Hammond*.

Look up the word *juvenile* in the dictionary and discuss its meaning. *Juvenile* means young or youthful.

Do not let the student see the illustrations from the poem yet. Read the poem aloud. Have the student visualize images as you read the poem. Ask the student what he or she visualized. Read the poem again as the student follows along in the text.

Have the student answer the questions orally.



Read the poem aloud.

What did Jenny juggle? Why do you think she brought her hoops to the fair?

How did she get the job? What other kinds of jobs might you see at a carnival?

What words or repeated sounds made the poem interesting for you?

## Journal Time



Take out your journal. Turn to the Reading Response section.

How do you think Jenny felt when she got the job at the carnival? How do you feel when you do something really well? Write about it in your journal.

Remember to print today's date at the top of the page.

Have the student read and discuss the questions and respond to them in the journal.

## New Words

These words are from the poem “Jenny the Juvenile Juggler.”  
Read them to your home instructor.

swing

hoops

flew

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Check that the words are listed alphabetically.

O



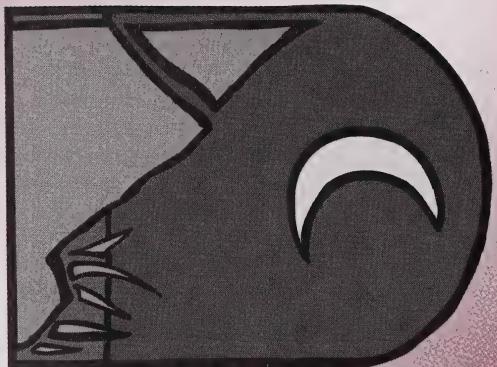
Check the answers with the student: *flew*; *oo*; any three words with the vowel digraph *oo* (*spoon*, *noon*, *too*, *food*, *tooth*, *soon*, *room*, *stool*, *moon*); *sw*; any three words ending in *ing* (*fling*, *thing*, *wing*, *sing*, *king*).

Print the answers to the following on the lines.

When you have the flu, you are sick. What is a homonym of **flu**?

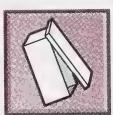
What is the vowel digraph in **hoops**? \_\_\_\_\_

Write three new words using the vowel digraph in **hoops**. \_\_\_\_\_



What is the consonant blend in **swing**? \_\_\_\_\_

Replace the consonant blend in **swing** with one or more consonants to make three new words. (Go through the alphabet to help you.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Take out three white index cards.**

If there are any other words from the poem "Jenny the Juvenile Juggler" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Print the three new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the three new words in your dictionary.



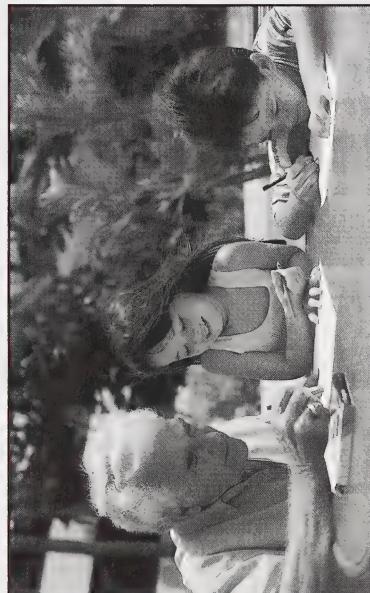
Complete Day 5: Assignment 6 in your Assignment Booklet.

### I Like to Listen

Did you enjoy listening as your home instructor read the poem “Jenny the Juvenile Juggler”?

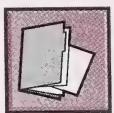
Circle  or .

Why or why not? What do you like to listen to?



Discuss things the student likes to listen to, such as stories, leaves rustling in the wind, the sound of waves, someone talking.

Have the student write about one using the sentence frame and then illustrate the scene.

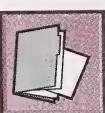


Take out unlined paper.

Write what you like to listen to, using this sentence frame.

I like to listen to \_\_\_\_\_ because \_\_\_\_\_.

Draw yourself listening to whatever it is you like listening to.



You will send your drawing to your teacher on Day 9.

## Break for lunch.



## Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.



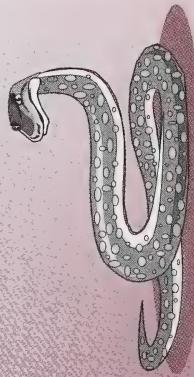
## Fun with Phonics

These words all have the ending **less** added to a base word. The base words are from the book *Just Watch Me!* Read these words aloud. Can you find the base word for each?

hairless      patternless      toeless

You're going to write other words with the ending **less**. Your home instructor will dictate some sentences. Print the sentences you hear on the lines. Circle the words that end in **less** in red.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Review: You can make a new word by adding *less* to a base word. *Less* means "without," as in *hope + less = hopeless*, meaning without hope.

Refer to the Home Instructor's Guide for the dictation sentences.

## Building an Ant Home

Have you been watching the spider in the home you built for it in Day 4?

Circle **Yes** or **No**.

Talk about anything the student may have noticed about the spider. It may have started building a web. If your spider does not build a web soon, it is probably a hunting spider. These spiders do not build webs to trap their prey. They hunt crawling insects. Discuss the possibility with your student.



The spider may start building a web soon. When it does, you will have to give it bugs to catch in the web. If it doesn't, it may be a hunting spider.

You have built one home for a small animal. Now you will build another home—a home for ants!

On Day 3 you went hunting. Did you find any ants? Circle **Yes** or **No**. Where were they?



Ants are social animals. This means that many ants live and work together.

Before you go outside to find the ants again, you must build a home for them.

## Materials

- a large jar
- several pieces of cheesecloth
- wide elastic
- black construction paper
- piece of sponge or cotton balls moistened with water
- soft garden soil
- a piece of wood that fits in the jar
- gloves

Discuss where the ants were found.

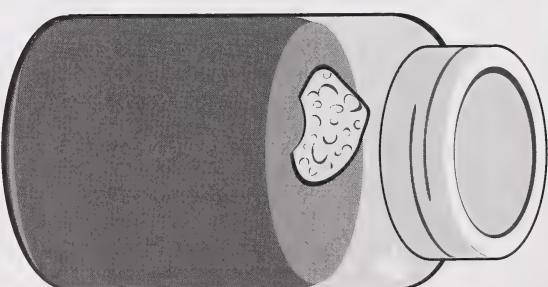
Help the student build the ant home. Provide the materials required.

## Procedure

The wood is placed inside the jar to keep the ants near the edges of the jar for easy viewing. The black paper keeps it dark, as the ants will not burrow near the sides if there is too much light. Have the student take the jar outside to put in fresh water or food, as ants move very quickly and might escape.

1. Place the piece of wood in the middle of the jar.
2. Fill the jar with loosely packed soil, leaving 5 or 6 cm of space at the top.
3. Take the jar outside with you.
4. Put the wet sponge or cotton balls on top of the soil. Sprinkle a little of the sugar and breadcrumbs on the soil.

When you go outside, take the jar, sponge, cheesecloth, elastic, and gloves with you. Take along a spoon to gather the ants. Look for ants in an open area like a roadside, the edge of a wooded area, backyard, or even a sidewalk crack.



## What Do Ants Eat?

Try an experiment with the ants to find out what kinds of things they like to eat. Later, you will put them in the home you built.

## Materials

- 5 mL sugar
- 5 mL breadcrumbs
- 5 mL bacon bits
- 5 mL grass seed
- magnifying glass

## Procedure

1. Find an ant site.
2. Scatter a few grains of each of the items in the path of the ants.
3. Watch what they do. Use your magnifying glass to get a good look.



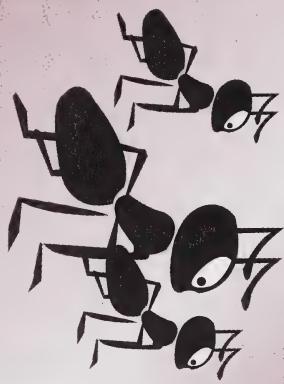
Take the student outside and help him or her find ants. After spreading the items in the ants' path, have the student observe the ants' behaviour by asking: What did the ants take? Did they take all of it? What did they do with it? Where did they carry the food? What happened if they met another insect or ant? Did they go back and forth on the same path? Did they touch each other?

Refer to the Home Instructor's Guide for important information about collecting ants.

After the experiment with the food, collect about 30 ants with a spoon. Make sure to wear your gloves because some ants bite. Place the ants in your jar. Secure the cheesecloth over the top of the jar with the elastic. Now take the jar inside.

## Back Inside

Now you have a home for your ants. Here are some important things to remember:



- Ants usually live underground, so they don't like too much light. Wrap black construction paper loosely around the jar. Tape it closed. Remove the paper only when you want to watch the ants.

- Ants like room temperature best. Keep the jar away from heat and direct sunlight.
- Ants need water. Keep the sponge or cotton ball wet.

- Ants need food. Put bits of vegetable, fruit, raw ground meat, or dry cereal in the jar. Remove any uneaten food every few days.

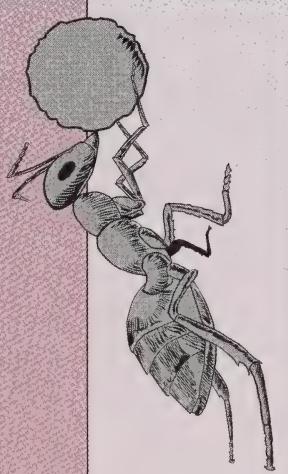
- Ants move quickly. Before you take the top off to add food or water to your ant home, take the jar outside.

For the next few days, watch the ants in their new home. You'll see some amazing things!

Encourage the student to observe the ants on a regular basis throughout the next week as the ants build their colony.

## Did You Know?

Ants are very strong for their size. They can lift things that weigh 50 times as much as they do!



## Looking Back

What was your favourite activity today? Why?

Did you have fun shadowing your home instructor? Why or why not?

Do you enjoy the music activities? Why or why not? What can you do to make them even better?

Are you watching the spider and ants in their homes?

Did you find anything difficult to do today? What was it? How could you make it easier?

Turn to Assignment Booklet 8A and complete Day 5: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play "Just Like Me." Ask your friend or family member to be your shadow and to move just like you.
- Read the poem "Jenny the Juvenile Juggler."
- Talk about what you like to listen to. Show your illustration.
- Talk about your ant experiment and show the ant home you built.



## Day 6: Splendid Spiders

How much do you know about spiders? You'll be learning a lot about them today.

You'll also have fun "juggling with words."



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 6.

## Journal Time



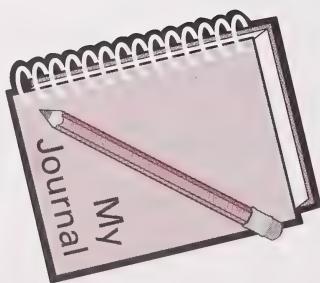
Take out your journal. Turn to the Personal Response section.

Assist the student with selecting a topic as needed.

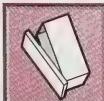
Have you ever been frightened by a spider or other small animal? What happened? Do you like small crawling and flying animals? Write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



## Sentences with Similar Sounds

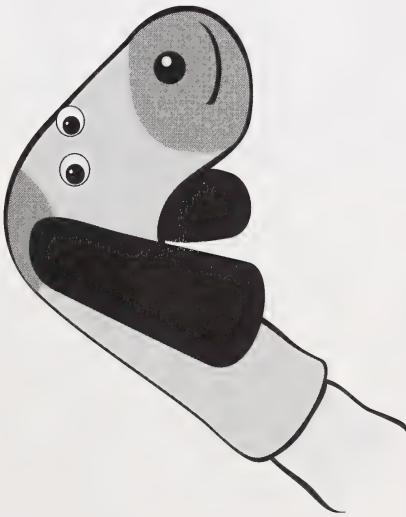


Take out the book *Just Watch Me!*

Read the poem "Jenny the Juvenile Juggler" silently to yourself.

Read these phrases aloud:

sentences with similar sounds  
Jenny the Juvenile Juggler  
Benny Beagle  
Shelly Shark  
Princess Polly



After the student reads the phrases, read them aloud yourself, emphasizing the initial sounds. Explain that authors sometimes write words, one following the other, with the same sounds at the beginning of words. The repeated sounds are interesting and make the reading fun.

What do you notice about each group of words? Why do you think an author would write this way? Writing this way is called **alliteration**.

*Alliteration* is the repetition of consonant sounds at the beginning of words.

Have the student complete the phrases. Brainstorm ideas together. For example: four furry feet; Mandy mixes mud; six stinky socks; Barnie the bowlegged badger.

four f \_\_\_\_\_ f \_\_\_\_\_

Mandy m \_\_\_\_\_ m \_\_\_\_\_

six s \_\_\_\_\_ s \_\_\_\_\_

Barnie the b \_\_\_\_\_ b \_\_\_\_\_

Have the student use his or her imagination to make nonsense or humorous phrases. Keep a tally of the number on the board.

How many funny alliterative phrases can you make with the **t** sound? With the **f** sound? You can put a word that doesn't have the same sound between the words that start with the same letter, like this:



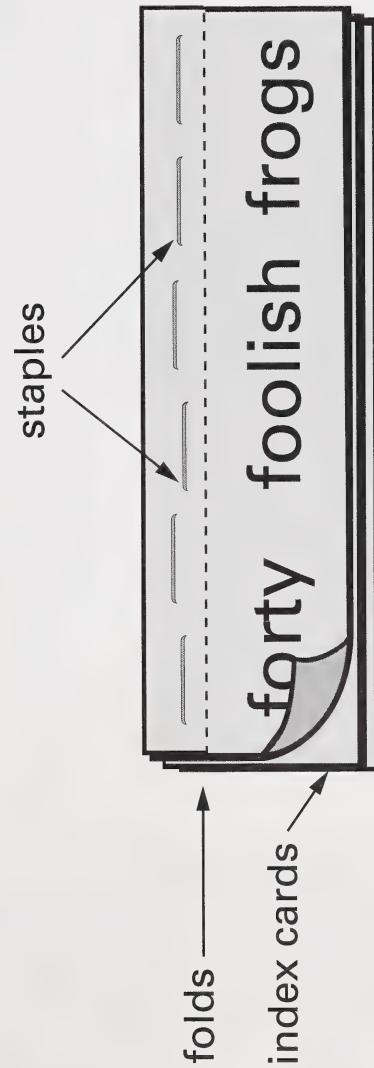
**Tony the tiger twirls his toes.**



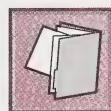
Take out ten index cards.

Make a flip book of funny phrases. You can call it “My Flip Book of Funny Phrases.”

Assist the student with setting up the flip book.



Think of ten phrases that use alliteration. Write each one on an index card. You can use one sound for all ten, or different sounds for each one. It's up to you. Then staple the index cards together at the top. Now your friends and family can read your funny phrases!



You will send your flip book of phrases to your teacher on Day 9.

## Tongue Twisters

Some alliteration is difficult to read aloud.

Guide the student to say it uses the same beginning sounds (or alliteration). It's difficult to say quickly because similar sounds are used.

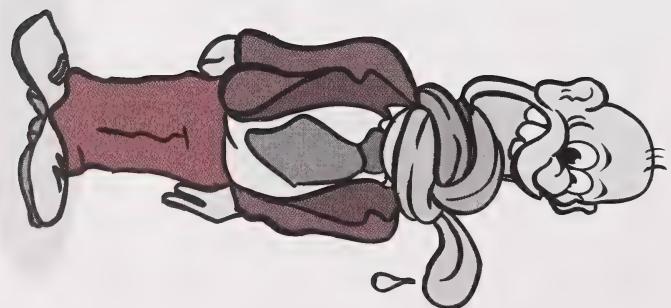
Read this title aloud: **Jenny the Juvenile Juggler**. What is interesting about it? Say it again, slowly and carefully. Now say it quickly. Is it a little difficult to say quickly?

Circle  or . Why?

Read this phrase aloud slowly and carefully: **six sleepy sheep**. Now read it a little faster. Keep reading it faster and faster. What happens?

Discuss why it is important to speak clearly.

This is called a **tongue twister**. Why do you think it is important to say words clearly?



Read one of these tongue twisters aloud. Keep saying it faster and faster. Your home instructor will tell you when your tongue starts to “twist.” Then listen as your home instructor says one. Listen carefully and tell your home instructor when his or her tongue has “twisted.” Take turns saying the tongue twisters to each other.

Peter Piper picked a peck of pickled peppers.

Rubber baby buggy bumpers.



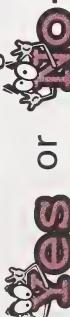
She sells seashells by the seashore.

The sinking steamer sunk.

Toy boat. Toy boat. Toy boat.

A big black bug bit a big black bear.

Were some of the tongue twisters harder to say than others? Circle **yes** or **no**. Why do you think so?



Take turns saying the tongue twisters to each other, listening carefully and spotting when the other’s tongue “twists.” Discuss why some are harder to say than others.

The student can check the Internet for tongue twisters. One website is <http://www.uebersetzung.at/>

twister. If possible, have available for the student the books on tongue twisters listed in the resources in the Home Instructor’s Guide.

Refer to the Home Instructor's Guide for more information about this activity.

## Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

**Break for lunch.**



## Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

## Spelling

Refer to the Home Instructor's Guide for more information about this activity.

These are the spelling words from your pre-test on Day 3:

living      black      eat  
short      run      book



Print the six spelling words on the lines. Find and circle the words in the word search puzzle.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

s	i	c	q	b	a	g	d
h	i	s	h	o	r	t	f
v	v	l	e	o	u	r	n
p	n	w	i	k	o	o	v
r	i	s	a	v	e	r	e
l	t	o	n	e	i	u	g
j	b	l	a	c	k	n	d
s	e	t	h	i	n	e	g
o	k	e	a	t	m	n	d

To help you spell a word, remember the **look-say-cover and see-write-check** way of learning to spell. It's on the **Learning to Spell a Word** chart.

## Fun with Phonics

Review that you can make a new word by adding *ness* to a base word. *Ness* means “a way of being,” as in *loud + ness = loudness*, meaning “being loud.”

Have the student go to the Assignment Booklet to write the sentences you dictate containing words ending in *ness*.

Refer to the Home Instructor's Guide for the dictation sentences.

Discuss the poem and have the student answer the questions orally.

Read the poem below aloud.

### Super Spiders

 Complete Day 6: Assignment 7 in your Assignment Booklet.

**sadness**      **togetherness**

You're going to write other words with the ending **ness**.

These words have the ending **ness** added to a base word. The base words are from the book *Just Watch Me!* Read the words aloud. Can you find the base word for each?

### Little Miss Muffet

Little Miss Muffet sat on her tuffet  
Eating her curds and whey.  
Along came a spider and sat down beside her  
and frightened Miss Muffet away.



Why do you think Miss Muffet ran away? What would you do if you were Miss Muffet and saw a spider?

Do you think a spider is harmful? You'll find out in this lesson.

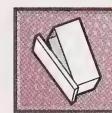
Have you been watching the ants and the spider?

Circle **yes** or **no**. Remember to keep the sponges or

cotton balls wet. Be sure the ants have food.

It's time to give the spider something to catch. Collect a live fly or mosquito and put it in the spider's home. Watch what happens.

You're going to be taking a close look at your spider today.



Take out a magnifying glass.

Take a close look at the spider with your magnifying glass.

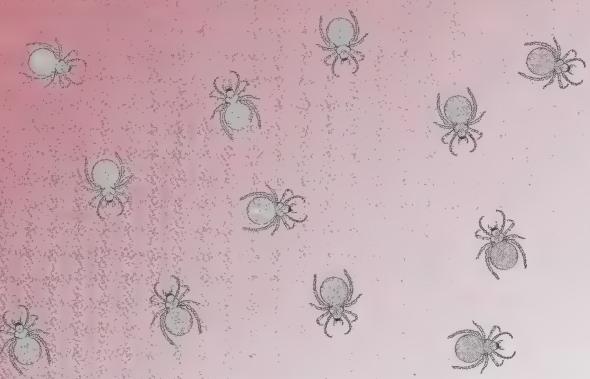
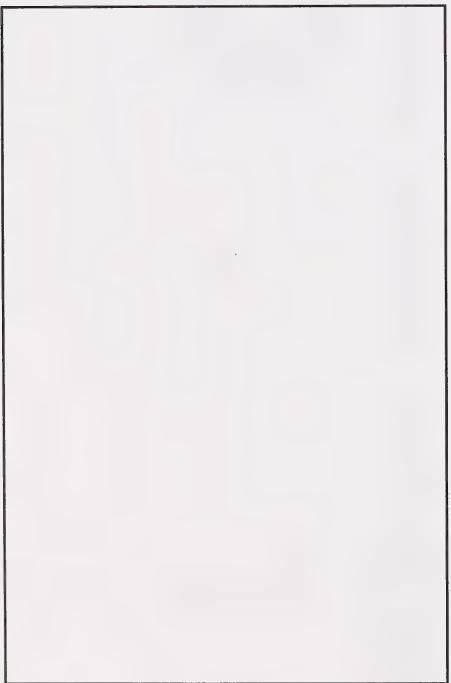
If it is impossible to obtain a real spider, use the illustration of one in the Appendix. As the student is observing, ask the following questions: How many legs? How many body parts? To which part are the legs attached? Do all the legs move when it walks? Are there eyes? How many? Does it have antennae?



Have the student write about the spider on the lines, then draw a detailed illustration of it and label the parts.

Write a description of the spider on the lines below.

Draw the spider in the box.



Follow along as your home instructor reads this article about spiders. Or, read it aloud yourself.

## Spiders

There are thousands of different types of spiders. They live everywhere in the world, except on the continent of Antarctica. They live in many different habitats. Some live in the desert, and some even make their home underwater.



Most spiders are shy and **harmless**. In fact, a spider's main defences are to run away, hide or use camouflage, and, lastly, to bite. They will only bite you if you try to hurt them. Most spider bites are harmless to humans. Some spiders, like the black widow, have a poisonous bite, but there aren't many in Canada.

All spiders kill and eat other animals—usually insects—flies, mosquitoes, moths, beetles, and ladybugs. They help humans by eating insects that hurt gardens, crops, and animals. So, when you see a spider in your home or garden, don't kill it! Spiders help keep your home and garden free of bugs.

A spider eats by sucking its food—just like you would use a straw. With its fangs, it puts a substance into an insect. The substance changes the insides of the insect into liquid that the spider can suck up.

continued . . .

All spiders produce silk. The silk comes from the spider's abdomen. **Web spinners** make webs using spider silk that is stronger per weight than steel. The spider also uses silk to tie its prey up so it can't escape. Some spiders are **wanderers**. Wanderers catch their food by hunting, usually on the ground. They have large, strong jaws to catch and hold the prey. They are usually hairy. The hair helps them feel vibrations and movement. Many spiders have eight eyes.

A female spider lays eggs and wraps them in a tough sack made of silk. Some spiders attach the egg sack to a plant, others bury it. Some egg sacks can hold up to a thousand eggs! The baby spiders, or **spiderlings**, hatch within weeks.

Spiders have many **predators**. Predators are animals that hunt other animals. A spider's enemies are birds, wasps, scorpions, snakes, lizards, and frogs.



Discuss the answers to the following questions with your home instructor.

- How are spiders helpful to people and the environment?
- What do spiders eat?
- Do some spiders bite people?
- How do spiders eat their food?
- How do spiders get their food?
- Name two types of spiders.
- How do spiders lay their eggs?
- Who are the spiders' predators?



Complete Day 6: Assignment 8 in your Assignment Booklet.



## Looking Back

Did you find it easy or difficult to write alliteration? Why?

Which tongue twister was the hardest for you to read?

What did you learn about spiders?

Discuss the article “Spiders” with the student. Begin with the bolded words. Discuss the spiders’ role in the food chain (where a series of living things each depend on the next as a food source): Spiders eat small insects, and spiders feed larger insects and animals. Explain that, in some parts of the world, spiders are eaten as a source of protein for people. Remove the Spider Diagram from the Appendix. Read the labelled parts of the Spider Diagram with the student. Review the information by having the student answer the questions orally.



## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read "Jenny the Juvenile Juggler."
- Show your flip book of funny phrases.
- Find out how many times your family members can say the tongue twisters from this morning before their tongues get "twisted."
- Tell what you learned about spiders.



## Day 7: All About Ants

What do you know about ants? Have they ever joined you at a picnic? You'll learn more about ants today.

You'll also read about a well-known Canadian author.



## Calendar Time

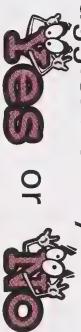
Follow the daily procedure.



Work on Module 8: Day 7.

## Music and Movement

Talk about the student's juggling experiences.



In "Jenny the Juvenile Juggler" you read about a girl who can juggle. Have you ever tried to juggle? Circle **Yes** or **No**. If you did, how did you do?

Experiment with juggling. Get several items to juggle. Juggle different pairs of items.

**While you're juggling, listen to your favourite music.**



Provide the student with items to juggle, such as small sponges, rolled up socks, bean bags, balls, or oranges. Have the student juggle two items to begin with. Discuss how difficult it can be. Play the student's favourite music while he or she is juggling.



How did you do? Which items were easier to juggle? Record your answers below.

The \_\_\_\_\_ were easiest to juggle because \_\_\_\_\_.

The \_\_\_\_\_ were easiest to juggle because \_\_\_\_\_.

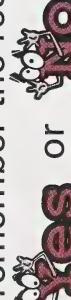
Do you think you're ready to juggle **three** items?



Circle **YES** or **NO**. Try it using the easiest items to juggle.

If the student is interested in learning how to juggle, check the local library for books about juggling, or visit this website: <http://www.khutz.com> and go to "Stuff to Try."

Do you remember the recording "Just Like Me" from Day 5?



Circle **YES** or **NO**. You get to have some more fun with it.

### Shadow Dancing

Locate the recording "Just Like Me" on *Music and Movement in the Classroom* CD #1, Lesson 9. Play the recording and lead the student in repeated movements in time with the beat of the music. Then allow the student to lead. Switch roles with each verse or musical interlude.

## Get to Know the Author



### Take out the book *Just Watch Me!*



Read the poem "Jenny the Juvenile Juggler" aloud.

Who is the author of "Jenny the Juvenile Juggler"? Have you ever read any of Dennis Lee's work before? Listen as your home instructor reads this article about Dennis Lee, or read it yourself.

Have the student answer the questions orally. Read "About Dennis Lee" aloud as the student follows along, or have the student read it independently if he or she is able to.

## About Dennis Lee

When you think of Dennis Lee, you think of poems! When Dennis was seven years old, he wrote a poem. That poem was published in a children's magazine.

When Dennis grew up, he had children of his own. He read nursery rhymes to them. Then he started writing rhymes and chants for them. One day much later, those rhymes and chants were published in a book called *Alligator Pie*. Maybe you know this book. It helped to make Dennis Lee famous. Now he has many published books for children and grown-ups. He writes songs too.

Dennis says, "The ideas for my verses seem to wriggle in from anywhere."<sup>1</sup>

When Dennis is writing for children, he tries to pretend that he is a child himself. He works a long time on a poem. Sometimes he rewrites it 30 times before it is just right!

Dennis thinks that when children try to write, they should write about what their hearts know. He thinks it is a lot easier if they don't try to make words rhyme, because poems do not have to rhyme.

Why don't you write a poem?

<sup>1</sup> "About Dennis Lee," in *Collections 2 Teacher's Resource Book* (Scarborough: Prentice Hall/Ginn Canada, 2000), 20. Reproduced by permission of Pearson Education Canada.

What did you learn about Dennis Lee? When did he begin writing? What kinds of writing does he do?

What did you learn about his book *Alligator Pie*?

Discuss what the article said about writing poetry. Write the points on chart paper. See the Home Instructor's Guide for a sample chart.

Read the last line of the article "About Dennis Lee" aloud. What does it tell you to do? What did you learn from the article about writing poetry?

Discuss what is of special interest or importance to the student (in his or her heart). Have the student write a poem about it. Have the student refer to the chart to help in the writing.

What do you think Dennis Lee meant when he said children should write about what their hearts know?

Everyone has something that is special to him or her, or something that means a lot. What is special to you? Write a poem about it. Keep the points in the chart in mind as you are writing the poem.





Take out lined paper.

Don't worry about making your poem rhyme. Remember, you will probably rewrite the poem several times to make it sound just right. Use the **Poem Checklist** from the Appendix to help you. Write your final copy on the page to be submitted to your teacher.



You will send your poem with the checklist to your teacher on Day 9.

## Amazing Things

Turn to the poem "Jenny the Juvenile Juggler." Find the line "It's amazing what some kids can do!"

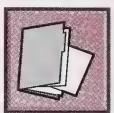
Think of jobs that children can have. What would it be like to have those jobs?

What special skills would you need to be a juggler like Jenny? What skills would you need to get a job as a dancer, a musician, or a movie actor? Would you like to do any of these jobs? Why or why not?

Remove the "Poem Checklist" from the Appendix. Have the student check off the items as each criterion is met. Assist the student with stapling the checklist behind the poem.

Brainstorm jobs some children have (for example, figure skaters, actors, dancers, musicians, and models). Discuss what it would be like to have these jobs. Have the student answer the questions orally.

Assist the student with selecting a job a child could do to illustrate. After the student has illustrated the job following the directions, assist with writing the completed caption below the illustration.



Take out unlined paper.

Think of one amazing thing children can do. Look at the illustrations in the poem "Jenny the Juvenile Juggler." Notice how the illustrator used collage to make the pictures.

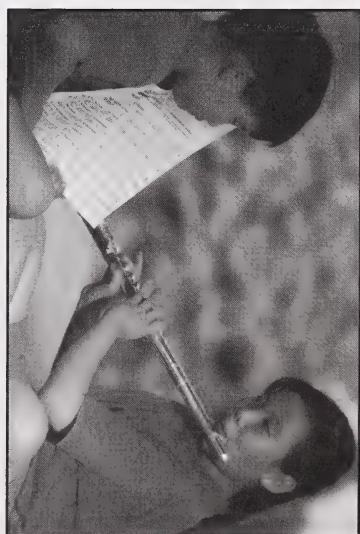
Use felt pens, pastels, and pencil crayons to draw a child doing a special job. Cut out the picture of the child. On another sheet of paper, create a background that shows where the child would work. You can use pictures cut from magazines to make the background or you can draw and colour or paint the background.

Paste the picture of the child onto the background. At the bottom of your illustration, write a caption:

**It's amazing that some kids can \_\_\_\_\_.**



You will send your collage to your teacher on Day 9.

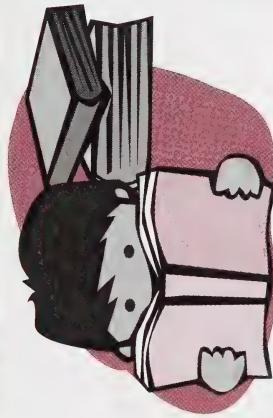


## Break for lunch.



## Silent Reading

Enjoy your reading time.



Both you and the student read silently for ten minutes.

## Spelling

These are the words from your spelling pre-test:

short      run      black      living      book      eat

In your Assignment Booklet, you will write sentences using each one of these words.

When you are writing, always remember to use

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence (period, question mark, exclamation mark)
- quotation marks where needed

Review the rules with the student.



## Complete Day 7: Assignment 9 in your Assignment Booklet.

### Fun with Phonics

The word below has the ending **ly** added to a base word. The base word is from the selection "Jenny the Juvenile Juggler." Read the word aloud. Can you find the base word?

For example, *quick + ly = quickly*. (How did the student work? **Quickly**.)

**amazingly**

You're going to write other words with the ending **ly**. Print the sentences you hear your home instructor dictate. Circle in orange the words ending with **ly**.

1. \_\_\_\_\_

2. \_\_\_\_\_

Refer to the Home Instructor's Guide for the dictation sentences.

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3. \_\_\_\_\_
4. \_\_\_\_\_

Check spelling, punctuation, and circled words afterward with the student.

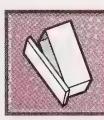
## Amazing Ants



Yes or No.

Have you been watching the ants? Circle **Yes** or **No**.  
Describe what is happening.

You're going to take a close look at an ant. Go outside and find an ant to observe. Collect it in one of the small plastic jars you used in Day 3. Bring it back inside.



Take out a magnifying glass.

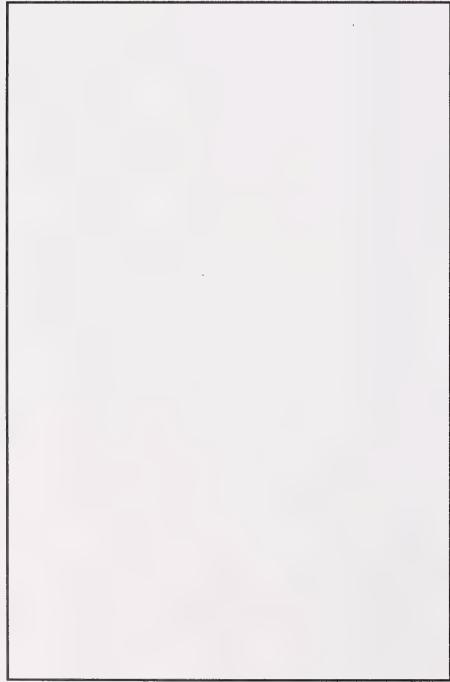
Once you have your ant, use the magnifying glass to get a good look at it.

If it is impossible to obtain a real ant, use the illustration of one in the Appendix. As the student is observing, ask the following questions: How many legs? How many body parts? To which part are the legs attached? Do all the legs move when it walks? Are there eyes? How many? Does it have antennae? Have the student write about the ant on the lines, then draw a detailed illustration of it.

Write a description of the ant on the lines below.

An ant . . .

Draw the ant in the box.



Go back outside now and place the ant carefully back where you found it.

Follow along as your home instructor reads this article about ants. Or, read it aloud yourself!

## Ants

Ants live almost everywhere on Earth.

Many ants live in colonies built in or above the ground. Ants make tunnels to make a colony. When they do this in soil, they break it up and loosen it. This is good for the soil. Other ants live in wood.

A colony is made up of a queen, the female workers, and the males. Some colonies also have female soldiers. The queen is the largest ant in the colony and can live 18 years or more. The queen is the only ant that lays eggs. She may lay thousands of eggs at a time. Other females do not lay eggs. In most types of ants, males have wings and fly to other colonies. In some types, the queen ants also have wings.

Ants are very hard workers. Each one has a job to do. All the ants in a colony work together and help each other. They feed each other, and they will fight to protect the colony. Ants can't see very well, but they have a good sense of smell. They use their antennae to find their way around and to find food.

continued . . .

Some ants eat only plants and seeds. Other ants eat small animals and other insects that are harmful to the environment and to people. Many types of ants clean up the environment by eating food that is left behind by people and other animals. These ants may also eat dead plants and animals.

Ants have many predators, such as anteaters, bears, birds, spiders, certain bugs, beetles, and other ants. Some ants have a sting and can hurt people. When disturbed, some ants will try to bite.

Discuss the answers to the following questions with your home instructor.

What do ants eat? Can some ants harm people? How long can a queen ant live? What is the ants' home called? How do ants find food? Which ants have wings and which do not? Who are the ants' predators? How are ants helpful to people and the environment?



Some people eat ants. They're often covered with chocolate! Yum!! If you would like to try some, look in special stores that might carry them.



**Complete Day 7: Assignment 10 in your Assignment Booklet.**

## Looking Back

Do you like juggling? Why or why not? What is the hardest part about juggling? How could you make it better?

What did you learn about Dennis Lee? What did you learn about writing poetry?

How did your poem turn out? Is it a good poem? How could you make it better next time?

What was the most interesting thing you learned today?

## Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 8A and complete Day 7: Learning Log. Have student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Show how you can juggle.
- Read "Jenny the Juvenile Juggler."
- Read the poem you wrote.
- Show the captioned illustration of a child doing something amazing.
- Spell the spelling words.
- Tell what you learned about ants.



## Day 8: Interesting Insects

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Are all small crawling and flying animals insects? What's the difference? You'll find out the answers to these questions today.

You will also read some amazing poems about three different insects.



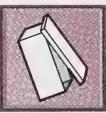
## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 8.

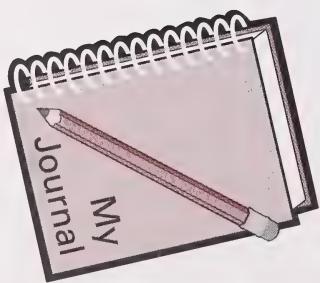
## Journal Time



Take out your journal. Turn to the Personal Writing section.

You have found out about some of the amazing things small animals can do. Which animal do you think is most amazing? Write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.



## Poems

You have been learning about insects, spiders, and other small animals. Today you will read some poems about interesting insects.

Read the poem aloud.

## To a Bee

by A. E. and M. Keary

Busy Bee, Busy Bee, where are you going?  
Down where the blue-bells are budding and blowing,  
There I shall find something hidden and sweet  
That all little children are willing to eat!  
Busy Bee, Busy Bee, what will you do?  
Put it into my pocket, and save it for you!



Who might be asking the bee questions? What is the bee looking for? Can the bee really put something into its pocket? Why not? How do you think the bee carries the sweet treat?

Ask the student to answer each question orally. If necessary, have the student reread the poem to find the answer.

Listen as the home instructor reads the first two lines of the poem again.

Which words use alliteration?

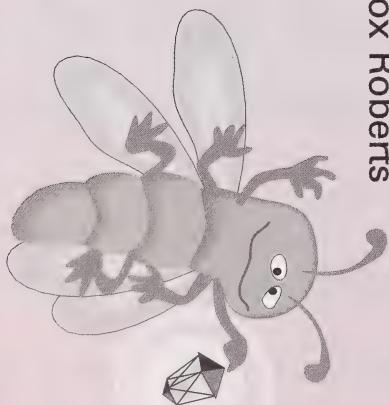
Read the poem aloud again. This time make up two different voices. Read the questions in the voice of a little child. Read the answers in a bee voice. Have fun!

Read this poem aloud.

**Firefly**  
by Elizabeth Maddox Roberts

A little light is going by,  
Is going up to see the sky,  
A little light with wings.

I never could have thought of it,  
To have a little bug all lit  
And made to go on wings.



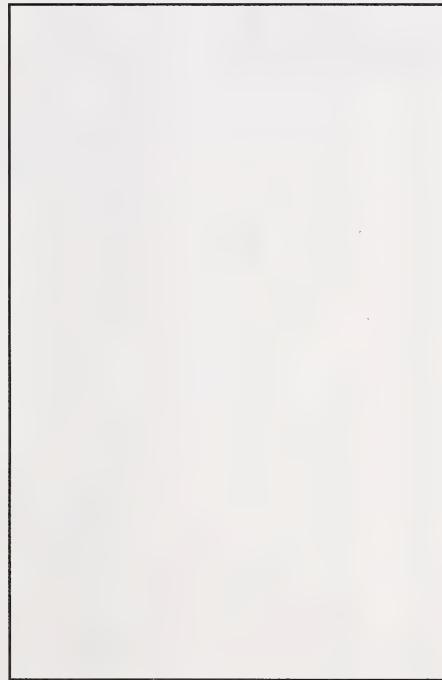
If necessary, remind the student that alliterative phrases have words that begin with the same consonant sound.

Have you ever seen a firefly?

What makes a firefly special?

Why do you think fireflies glow in the dark?

Read the poem silently. Imagine the firefly going up into the sky.  
Draw a picture of the firefly and colour it. How can you show that it is glowing?



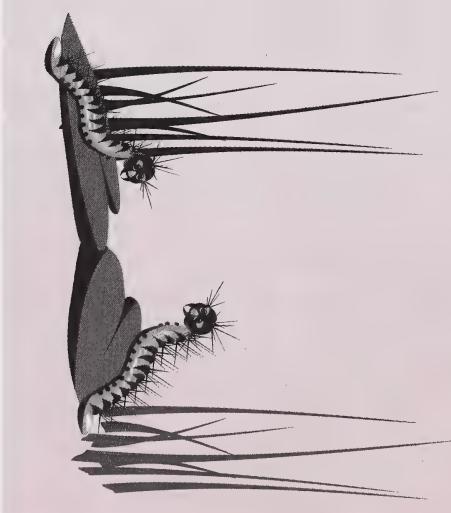
Ask the student to answer each question orally.

## The Caterpillar

by Christina G. Rossetti

Brown and fury  
Caterpillar in a hurry;  
Take your walk  
To the shady leaf or stalk.

May no toad spy you,  
May the little birds pass by you;  
Spin and die,  
To live again a butterfly.



Ask the student to answer the questions and to demonstrate how a caterpillar moves.

Have you ever watched a caterpillar move?  
Show how a caterpillar moves.

Why did the author hope that no toad or bird would see the caterpillar?

Does the caterpillar die when it spins a cocoon? Explain what happens.

Discuss that a caterpillar doesn't die, but rather transforms into a butterfly.

## New Words

These words are from the poems you read. Read them to your home instructor.

firefly

caterpillar

pocket

something

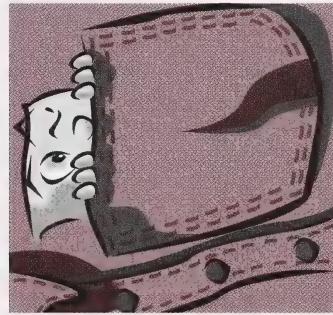
Listen to each word as the student says it aloud. Correct the student if needed.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the answers to the following on the lines.

Two compound words. \_\_\_\_\_

You can put small objects in this. \_\_\_\_\_



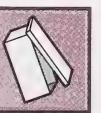
Check the answers with the student: *firefly, something, pocket*.

The answers are **cat**, **pill**, or **pillar**; **fireplace**, **firetruck**, **firecracker**, or any other compound word that contains **fire**; **someone**, **somehow**, **somebody**, or any other compound word that contains **some**.

Find two small words in **caterpillar**. \_\_\_\_\_

Make two new compound words using **fire**. \_\_\_\_\_

Make two new compound words using **some**. \_\_\_\_\_



Take out four white index cards.

If there are any other words from the poems that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 8: Assignment 11 in your Assignment Booklet.

## Record a Poem

Look back at the poems. Choose your favourite poem. Tell your home instructor why it is your favourite.

Do you remember the rules a good reader follows in an oral reading? Circle  or . Review the rules on the **Reading Aloud** chart.

Practise reading your favourite poem aloud. Remember to read clearly, with expression, and not too quickly, slowly, loudly, or quietly. When you are happy with the way it sounds, record yourself reading the poem.



Review the points on the "Reading Aloud" chart. Have the student refer to the chart when practising to read aloud.

Remind the student to speak at an appropriate pace and pitch, to pause for punctuation or at the end of lines, and to speak with appropriate intensity and volume.

Assist the student with the recording. Remind the student how to use your recording equipment.



 You will send your recording to your teacher on Day 9.

Refer to the Home Instructor's Guide for more information about this activity.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

### Break for lunch.



### Silent Reading

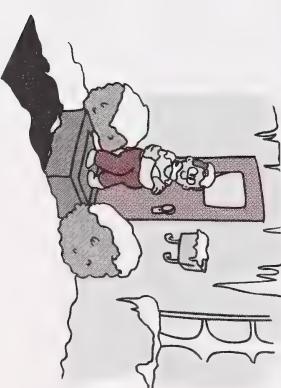
Both you and the student read silently for ten minutes.

Enjoy your reading time.

### Words I Use Often

Refer to the Home Instructor's Guide for more information about this activity.

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



It's really cold!

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## Fun with Phonics

These words all have the ending **er** added to a base word. The base words are from the poems you read today. Read these words aloud. Can you find the base word for each?

sweeter      browner

You're going to write other words with the ending **er**. Your home instructor will read some sentences. Print the sentences on the lines. Circle in blue the words ending in **er**.

Review that you can make a new word that compares two things by adding *er* to a root word. *Er* means *more*, as in *deep + er = deeper*.

Refer to the Home Instructor's Guide for the dictation sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Check the spelling, punctuation, and circled words afterward with the student.



## Insects and Other Creatures

Are you keeping the sponge or cotton balls in the spider and ant homes wet?

Circle **Yes** or **No**.

Are you keeping enough food in the ant colony and removing old, uneaten food?

Circle **Yes** or **No**.

Are you keeping the spider supplied with fresh flies, mosquitoes, or crawling insects? Circle **Yes** or **No**.

a garden spider with fly dinner



Have the student discuss what he or she knows about insects and other small crawling and flying animals.

Mindy was learning about small crawling and flying animals. She told her friend Nahib that she was learning about insects. Nahib asked her, "Then why are you studying spiders?" Mindy wondered what Nahib meant by that. Aren't all small crawling and flying animals insects? What do you think?

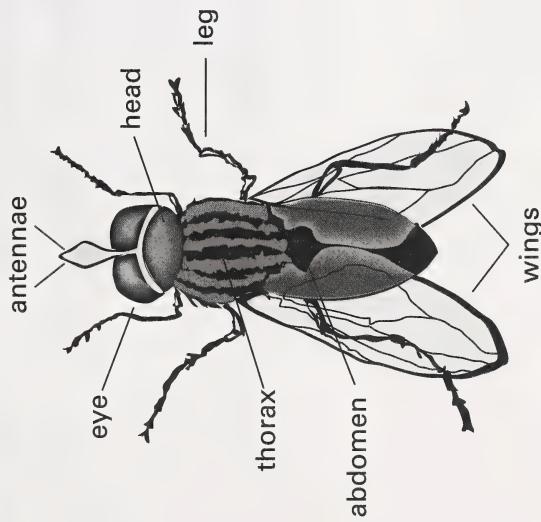
Nahib was right. Spiders aren't insects. Not all small crawling and flying animals are insects. So, what makes one small animal an insect and not another?

All adult insects have

- six legs
- three body parts: head, thorax, and abdomen
- two antennae

Most have one or two pairs of wings.

House Fly



Go over each of the characteristics of an insect listed and the diagram.

After the student circles the insects, go over each one and discuss why it is or isn't an insect. The insects are **beetle**, **grasshopper**, **butterfly**, **bee**, **mosquito**, and **ant**.

Look carefully at these small animals. Circle the insects in green. Explain why you circled the ones you did.



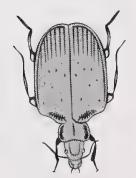
Grasshopper



Mosquito



Beetle



Butterfly



Spider



Earthworm



Snail



Slug



Ant

Look at your illustration of a spider from Day 6. Is a spider an insect? Circle or . Why or why not?

Guide the student to say that a spider is not an insect because it has eight legs (not six), two body parts (not three), and no antennae. An ant is an insect because it has six legs, three body parts, and antennae. Have the student compare the two.

Look at your illustration of an ant from Day 7. Is an ant an insect? Circle **Yes** or **No**. Why or why not?

You've looked closely at two different small animals. One is an insect and one is a spider. Compare the two in the chart.

Features	Spider	Ant
How many antennae?		
How many legs?		
How many body parts?		
How many eyes?		

How are a spider and an ant similar? How are they different?

Once you have watched the spider catch and eat an insect you gave it, put the spider back outside where you found it.

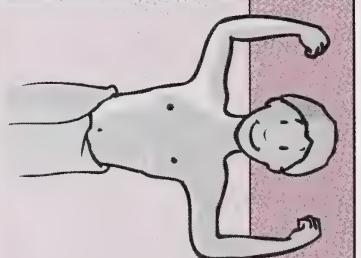
Discuss the findings with the student. Compare and contrast the spider and ant.

After the student has observed the spider, have him or her release it. Encourage the student to observe the ants building their colony on a regular basis.

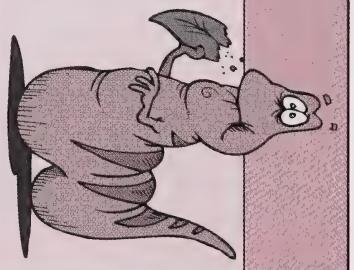
Complete Day 8: Assignment 12 in your Assignment Booklet.



## Did You Know?



You have 639 muscles in your body. A caterpillar (which turns into a butterfly) has more than 4000 muscles.



## Looking Back

What are your thoughts about your recorded reading of the poem you chose?

Were the speed and volume you used just right? Were your expression and voice right? What will you do to make your reading better next time?

Were you surprised by anything you found out about small animals? What was it?

Turn to Assignment Booklet 8A and complete Day 8: Learning Log. Have the student include his or her comments.

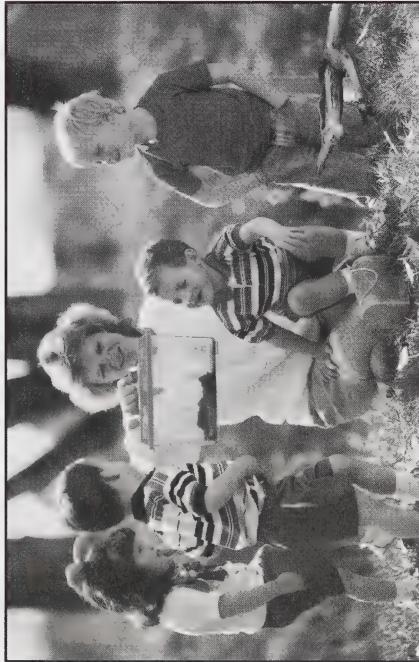
## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read the words you wrote in alphabetical order.
- Read your favourite poem.
- Read the sentences you wrote in Fun with Phonics.
- Talk about insects and other small crawling and flying animals. Explain the differences between insects and spiders.



## Day 9: Busy Bees

Do you like to eat honey? Do you know where it comes from? You'll learn this and many other very interesting things about bees today.

You'll also learn a new song and read a great new story.



## Calendar Time

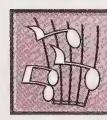
Follow the daily procedure.



Work on Module 8: Day 9.

## Music and Movement

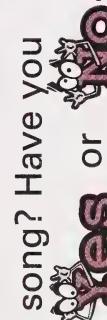
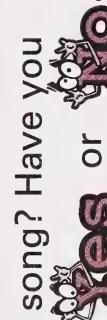
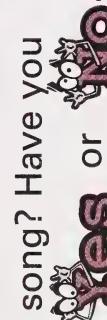
Are you in the mood for singing and dancing?



Listen to the song “Simple Magic.”



What was the magic in this song? Have you ever had the blues? Circle **YES** or **NO**. When? What are some things you do to send the blues away?



As you listen to the song again, do the actions in the song.

Locate the song “Simple Magic” on the *Ideas That Sing! Volume 1* CD. Play the song and listen to the lyrics with the student. Have the student answer the questions orally. Explain that *the blues* are feeling in a bad mood or feeling down. Guide the student to say that being active (singing, dancing, and loving) can send the blues away like magic.



Because it's a snappy, happy song, it would help to chase the blues away.



Do you think this song would send your blues away?  
Circle **YES** or **NO**. Why?

Here are the words to the song "Simple Magic." Read them aloud.

### Simple Magic

I'm going to sing,

Sing my blues away.

I'm going to sing,

Sing my blues away.

I'm going to dance,

Dance my day away.

I'm going to dance,

Dance my day away.

### CHORUS:

There's a simple magic in

the world I see

L-O-V-E is the word "love,"

it's got a spell on me.

continued . . .



I'm going to shake, shake,  
Shake my blues away.  
I'm going to shake, shake,  
Shake my blues away.  
I'm going to love,  
Love my cares away.  
I'm going to love,  
Love my cares away.  
(chorus)

Adoo bede bop bop do boo do  
Adoo bede bop bop do boo do  
Adoo be doo be doo be bop  
bop boo  
Adoo be doo be bop  
bop boo

I'm going to sing,  
When I feel the need to.  
I'm going to love,  
When I feel the need to.  
I'm going to dance,  
When I feel the need to.

1

Before you sing the song, warm up your voice.

Warm up the student's voice as usual. Play the song again. Follow the text and sing the words with the student.

<sup>1</sup> Jerry Brodsky, "Simple Magic," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodsky (Toronto: Kim and Jerry Brodsky, 1995), 12. Reproduced by permission.

Sing along to the song as you listen to it. Play the song again, and sing as you dance to it.

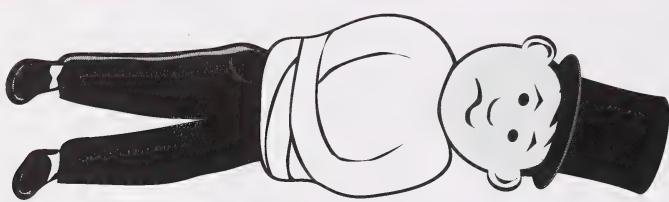
## The Great Tricksters

Point out the alliteration (the words begin with the same consonant sound) in the heading "Tremendous Tricksters." Have the student look at the Contents page for Module 8A and read the titles of Days 1 through 9. Ask which ones use alliteration (Days 2, 5, 6, and 9).

Refer to the Home Instructor's Guide for information about Harry Houdini. Discuss how Houdini might have done his tricks.

Guide the student to see and say that Hungary is in Europe.

Talk about any tricks the student has seen performed or tricks he or she might know how to do. If the student is interested, have him or her search the Internet for sites on Houdini, or look in the local library for books about him.

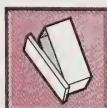


Have you ever heard of a man called Harry Houdini? Circle or . Listen as your home instructor tells you about him.

Find Hungary on the globe or in your atlas. Which continent is it on?

Have you ever seen a performer do tricks? Where? What kind of tricks did he or she do? Can you do any tricks?

## The Great Austini



Take out the book *Just Watch Me!*

Turn to the Contents page. Find the selection “The Great Austini”. What kind of text is it? What do you think it might be about?

Turn to page 14. Read the title aloud.

Who is the author of “The Great Austini”?

Have the student answer orally. Tell the student that this story is about a boy named Austin who becomes The Great Austini at a neighbourhood street party. Ask what people might do at a street party and what Austin might have done. Tell the student he or she will read the story to find out what Austin’s special talent is.

The author is Wendy Lewis.

The illustrator is Anne Villeneuve.

Have the student answer the questions orally after reading each section.

Who is the illustrator? \_\_\_\_\_

Read pages 14 and 15 aloud.

What did you learn about the street party? What do you know about Austin? Who is telling the story? How did Austin react to hearing about the magic show?

Read pages 16, 17, and 18 aloud.

Why do you think Dad is called The Great Garbeenzi? What do people think of him? How do you know that?

How did Austin feel when Dad called on him? How do you know?

Why won't Austin volunteer? Do you think he will later? Why?

Read aloud to the end of the story.

What was the trick Austin helped with?  
What happened? Why was even Dad scared? How did Austin fool everyone?  
Why was he called The Great Austini?

Read the story silently to yourself.

### Talk About the Story

Have the student answer the questions orally.

What do you know about the child who is telling the story?

What helped Austin feel brave enough to volunteer?



How did you feel when Austin screamed?

How did Austin feel at the end of the story? How do you know?

Read the last sentence in the story. How can a smile be “pure magic”?

Look at the illustrations in the story. The illustrator Anne Villeneuve draws very expressive faces. What do the illustrations tell you about the people?

Have the student examine the illustrations in the text. Discuss the expressions on the faces in them.



What does the expression on this face tell you?

## Journal Time



Take out your journal. Turn to the Reading Response section.

Read the questions with the student. The student may choose to answer one or more of them in the journal.

Did the story "The Great Austini" surprise you? How?

Did you like the way the story ended?

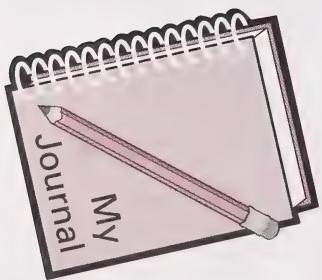
Which part did you like best? Why?

Which character did you like best? Why?

Would you like to meet any of the characters? Which ones? Why?

Was there anything you didn't like about the story? What was it?

Remember to print today's date at the top of the page.



## New Words

These words are from the selection “The Great Austini.” Read them aloud.

balloons

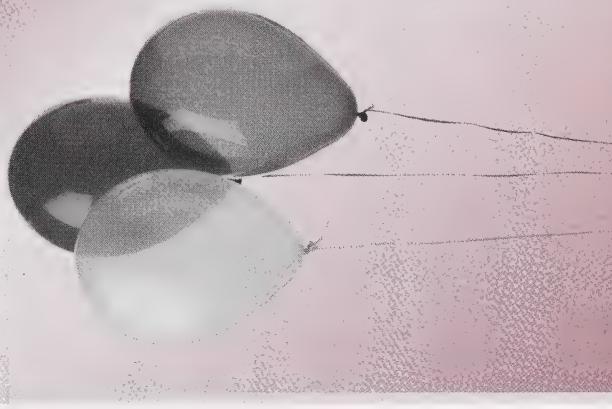
shook

now

scoops

stoop

Listen to each word as the student says it aloud. Correct the student if needed.



Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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---

Check that the words are listed alphabetically.

Print the answers to the following on the lines.



1. This is an antonym for **later**. \_\_\_\_\_
2. What is the vowel digraph in the words **stood**, **scoops**, **shook**, and **balloons**?  
\_\_\_\_\_

3. The base word of **scoops**. \_\_\_\_\_

4. The base word of **balloons**. \_\_\_\_\_



Take out five white index cards.

If there are any other words from the tale "The Great Austin" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

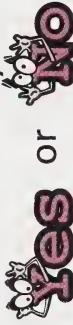
Print the five new words in your dictionary.



Complete Day 9: Assignment 13 in your Assignment Booklet.

## Austin's Story

The story "The Great Austini" is told by the girl whose father is the magician. Do you think the story would sound different if Austin told it? Circle **Yes** or **No**.



**Yes** or **No**.

How would Austin tell the story? Pretend you are Austin and recount the story from his point of view.



### Enrichment (optional)

If you have time, you may want to do an extra activity.



### Break for lunch.

## Silent Reading

Enjoy your reading time.

Discuss how the story would sound if it were recounted by Austin. Go through each page in the text and discuss with the student how Austin would tell it from his point of view.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.



## Fun with Phonics

These words all have the ending **est** added to a base word. The base words are from the selection "The Great Austini." Read these words aloud. Can you find the base word for each?

shyest      brightest      loudest      kindest

newest      biggest      strangest

Review that by adding **est** to a root word you can make a new word that compares more than two things. **Est** means **most**, as in **small + est = smallest**.

Refer to the Home Instructor's Guide for the dictation sentences.

1.

---

---

---

2.

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---

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3.

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---

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Check the spelling, punctuation, and circled words afterward with the student.

4.

## Buzzing Bees

You have learned a lot about spiders and ants in this module. Today you will be studying bees. What do you know about bees?



Have you seen bees buzzing around your home?

Circle **YES** or **NO**. In a field? Circle **YES** or **NO**.

If it's nice outside, observe some bees now.

What did you observe about the bees outside? In the oval draw a bee you saw.

Follow along as your home instructor reads the article "Bees." Or read it aloud yourself!

Caution the student not to touch or disturb the bees, as they may sting. Observe the bees quietly at a safe distance as they work. Guide the student with these questions: Which flowers do the bees like best? Does a bee come back to the same flower? What sounds do you hear? Is there anything on the bees' legs? What do you notice about their behaviour?

Discuss what the student learned from observing the bees outside.

## Bees

A bee is an insect. It has antennae, wings, six legs, and three body parts (**head**, **thorax**, and **abdomen**). Bees also have a stinger. Most bees will only sting if they are bothered.

Bees live in hives or nests. In the wild, bees make their nests in hollow trees or in cracks in rocks. **Beekeepers** build hives and fill them with bees. The bees fill the hive with tiny rooms, or cells, made of wax. This is where bees keep honey and feed their young. Each hive has only one queen bee. A queen bee can lay 1500 eggs in one day.

Bees spend the summer collecting **nectar** and pollen from flowers. Bees pollinate plants as they fly from flower to flower. They carry pollen from one plant to another on the hair on their legs and bodies. Without them, many types of plants would die out. They help make more flowers, fruits, and vegetables. Farmers and **orchard** owners place hives in their fields and orchards. They know bees will help their crops.

Bees make honey from the nectar they collect. They eat honey during the winter. Because they are always worried about having enough honey for the winter, bees make much more honey than they need. Beekeepers collect the extra honey and sell it. Beekeepers make candles and other things from bees' wax too. Bees also produce other products that people use to stay healthy. Bees are very busy.

continued . . .

Dragonflies, some moths and wasps, beetles, flies, birds, and insect-eating animals are the bees' **predators**, or enemies. Many animals, such as bears, badgers, and skunks, love to eat bee larvae. These animals also eat honey, but it's really the larvae they are after when they attack a hive. Sometimes they will eat adult bees to get the larvae they really want.



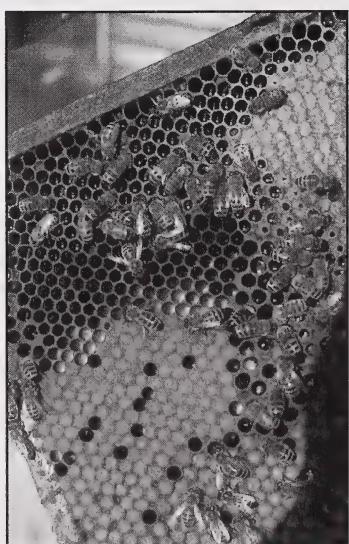
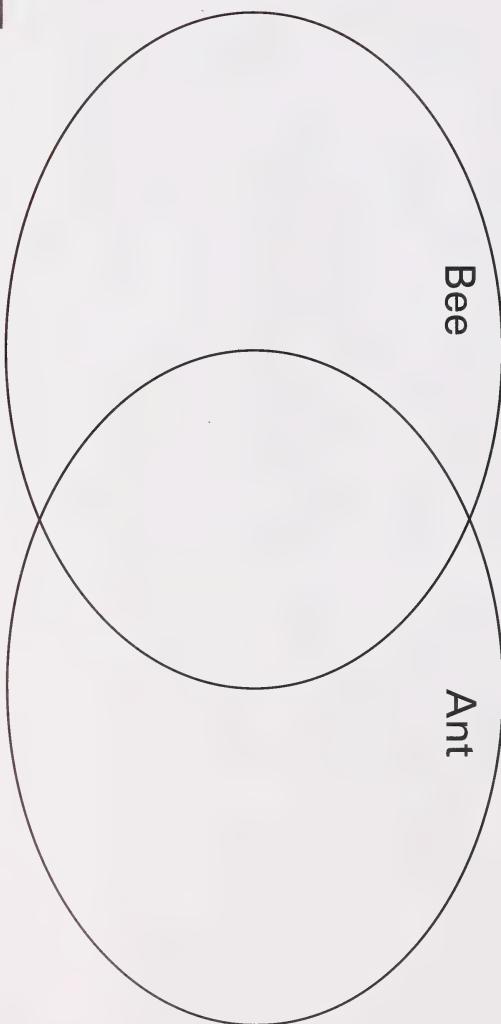
Discuss the article "Bees" with the student. Define the bolded words. Discuss the bees' role in the food chain: bees eat nectar from flowers, and other insects and animals eat bees or the honey they produce. Take out the illustration of the bee from the Appendix. Go over the parts of the body and compare it to a spider and an ant.

Review the information by having the student answer the questions orally.

Have the student record what he or she knows about bees in the Venn diagram. Recall how to fill in a Venn diagram (see the Home Instructor's Guide for an example).

What do bees eat? What is the bees' home called? Who lays the eggs? Who are the bees' predators? How are bees helpful to people and the environment? What things do bees make that people use?

Record what you know about bees in the Venn diagram. Compare a bee to an ant.



Complete Day 9: Assignment 14 in your Assignment Booklet.

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## Did You Know?



In one day, a hive of bees can visit as many as a quarter of a million flowers.

## Looking Back

What did you learn about bees today?

What part of the song “Simple Magic” did you like best?

Would you have liked to change anything in today’s activities?

Were you satisfied with the results of each activity?

Turn to Assignment Booklet 8A and complete Day 9: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

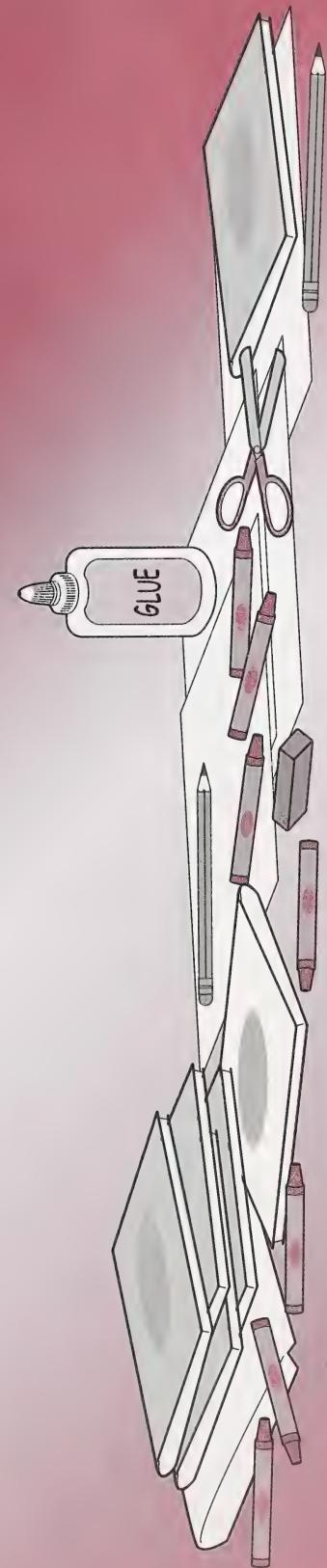
Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read pages 14 to 17 of "The Great Austini!"
- Pretend you are Austin and tell the story from his point of view.
- Use alliteration to make up names for your family members and friends.
- Tell everything you know about bees.



# Appendix

## Image Credits Cut-out Learning Aids



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Calendar Picture



## Small Animals I Found

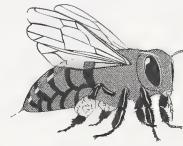
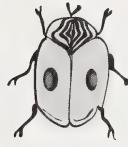
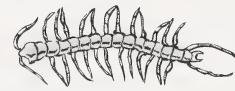
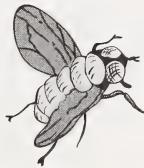
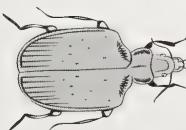
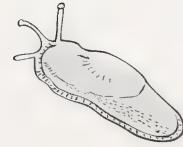
Day 1

Name or Drawing of the Small Animal	How many were there?	Where I Found It	Something Special About the Animal
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	<input type="checkbox"/> many <input type="checkbox"/> few		_____ _____ _____
	<input type="checkbox"/> many <input type="checkbox"/> few		_____ _____ _____
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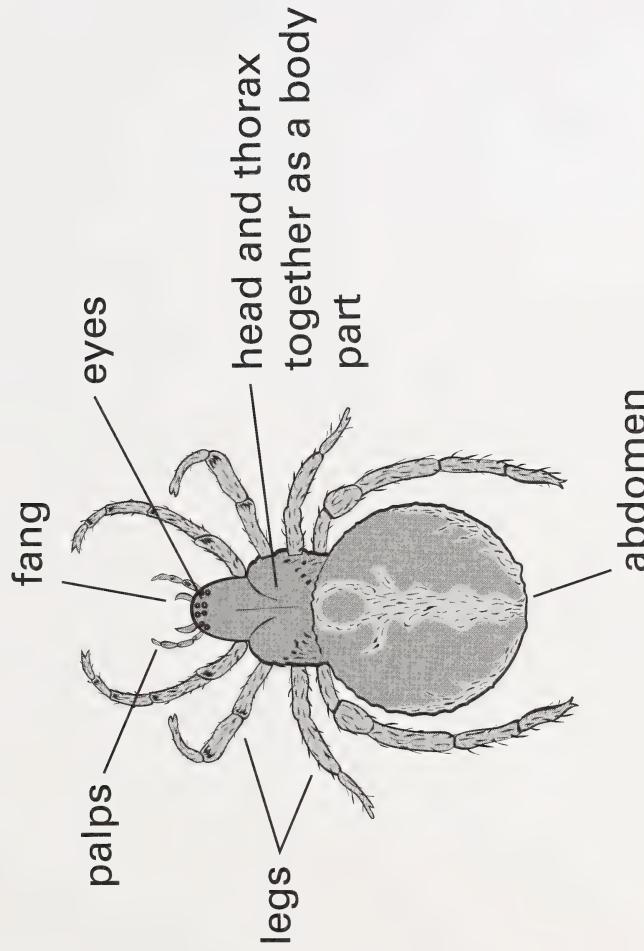


## Small Crawling and Flying Animals

Day 2

Butterfly	Earthworm	Mosquito
		
Spider	Ant	Bee
		
Ladybug	Caterpillar	Centipede
		
Snail	Fly	Dragonfly
		
Beetle	Grasshopper	Slug
		



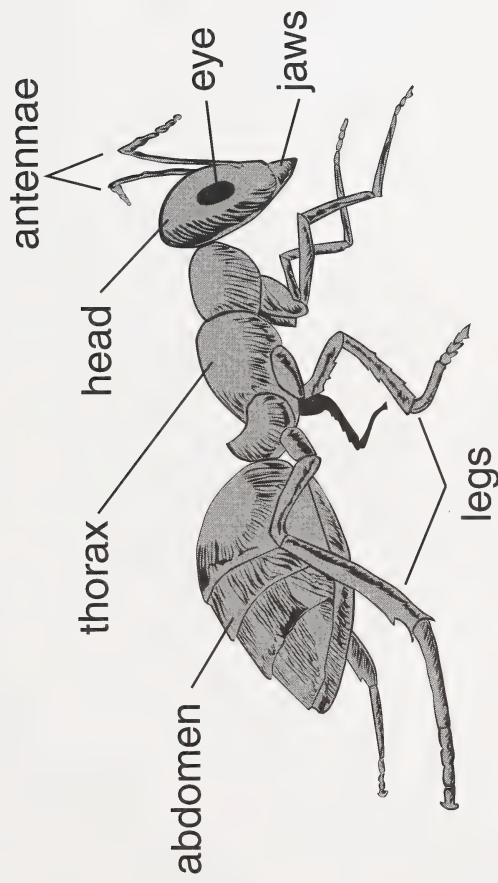




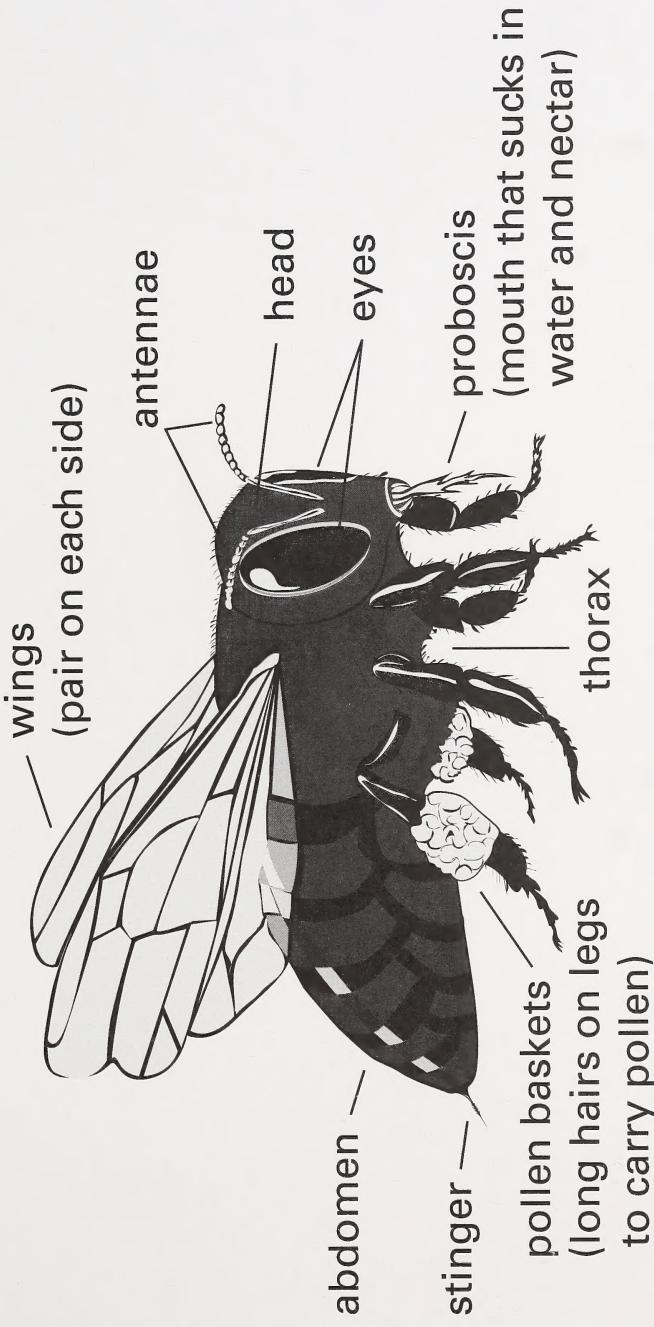
### My Poem

- has a title
- has lines
- has rhyme or
- does not have rhyme
- is about something special to me
- has correct spelling
- is neat and easy to read













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